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ABSTRACT

The papers in the collection reflect areas of concern to adult educators, especially at the university level. The first of the collection's three sections deals with graduate program design and contains three papers: Problems of Graduate Program Design, Wilson B. Thiede, and two reaction papers by John Ohliger and Clive C. Veri. Section 2 on epistemological issues contains three papers: Epistemological Issues in the Problem Approach to Adult Education, Jerrold R. Coombs, and two reaction papers by Robert A. Carlson and James Farmer. Part 3 which deals with counseling contains four papers: Counseling: A Central Component in Adult Education, Robert J. Nejedlo, and three reaction papers by Russell J. Kleis, Howard McClusky, and Robert E. Snyder. (JR)

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PROBLEM SOLVING IN PROFESSIONAL ADULT EDUCATION

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PREFACE

This publication is an outgrowth of papers and reaction papers presented at a meeting of the Commission of Professors of Adult Education of the U.S.A. The topics selected for presentation at the Commission meeting reflect areas of concern to adult educators across the nation, especially those at the University level.

The publication is divided into three sections, each representing a major topic. Within each section, one will find the topic paper presented, followed by the reaction papers.

Assembling this material in its edited form has been a monumental task. An attempt was made to leave the material in its original form as much as possible so as not to detract from the original intent of the authors. In accomplishing this task, members of the Commission's Publication Committee deserve special commendation. These were: Jerold Apps, Professor of Adult Education, University of Wisconsin, Madison, Wisconsin; Charles Divita, Assistant Professor, Adult Education, Florida International University, Miami, Florida; James Farmer, Associate Professor of Adult Education, University of Illinois, Urbana, Illinois; John Niemi, Associate Professor of Adult Education, University of British Columbia, Vancouver, British Columbia, Canada; John Peters, Associate Professor, Continuing and Higher Education, University of Tennessee, Knoxville, Tennessee; and Dwight Rhyne, Associate Professor of Education, University of North Carolina, Chapel Hill, North Carolina.

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TABLE OF CONTENTS

	Page
PREFACE	ii
Part I	
PROBLEMS OF GRADUATE PROGRAM DESIGN. By Wilson B. Thiede	2
REACTION PAPER NUMBER ONE. By John Ohliger	10
REACTION PAPER NUMBER TWO. By Clive C. Veri	14
Part II	
EPISTEMOLOGICAL ISSUES IN THE PROBLEM APPROACH TO ADULT EDUCATION. By Jerrold R. Coombs	19
REACTION PAPER NUMBER ONE. By Robert A. Carlson	37
REACTION PAPER NUMBER TWO. By James Farmer	42
Part III	
COUNSELING: A CENTRAL COMPONENT IN ADULT EDUCATION By Robert J. Nejedlo	50
REACTION PAPER NUMBER ONE. By Russell J. Kleis	70
REACTION PAPER NUMBER TWO. By Howard McClusky	79
REACTION PAPER NUMBER THREE. By Robert E. Snyder	87

PART I

PROBLEMS OF GRADUATE PROGRAM DESIGN

PROBLEMS OF GRADUATE PROGRAM DESIGN*

Much thought has been given to the problem of graduate programs in education--both in general and with respect to adult education in particular--as this paper was being prepared. Papers and studies by Cyril Houle and others in 1956 and Lawrence Allen in 1961, followed by George Aker, Burton Kreitlow, Roy Ingham, Clive Veri, Robert Boyd, Mohammad Douglah, and Gwenna Moss, were examined. What you will hear, therefore, is in no sense unique and original. Most of the ideas are borrowed from others; however, it is hoped that a few simple proposals regarding adult education graduate programs will be suggested.

First, workers in the field should be examined to see what needs they present. The large numbers of volunteers need to and can be served by short programs which aid them in understanding and working with adults. They are not just for graduate program mills. The second largest number of teachers of adults--basic education teachers, high school equivalency teachers, and teachers of subjects such as accounting, business practice, and nursing--are students of a specialized body of content. These professionals will find occasional courses and short term training programs helpful in refocusing their background in learning and instruction on the adult or to provide basic experiences in such areas. Some of them may pursue terminal master's programs directed toward helping them become master teachers or group leaders in their institutions. Two other categories of practitioners need higher level, more specialized programs; namely, the administrators of people and the administrators of programs.

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*Wilson B. Thiede, Professor of Adult Education, University of Wisconsin, Madison, Wisconsin.

It is proposed that the administrators of people need training which is not unique to the field of adult education, but is common to all administrators, especially, educational administrators. Their training must include administrative theory, sociology of organizations, legal aspects, personnel supervision, and administration and finance. If they should focus on the adult education enterprise, it is more likely to be only as a minor field of interest; for their discipline is administration of resources. Except for the Cooperative Extension Service, no adult education enterprise is large enough or bureaucratic enough to develop specialized administrative positions nor a clear career line. Or, if they have developed career lines (such as for the evening school principal or the assistant superintendent for adult education), the administrative training and expertise sought is primarily public school administration. Therefore, either elementary, secondary, or adult education training and experience is equally acceptable, since the applied discipline is considered to be simply "administration." To the extent that these professionals utilize graduate programs in adult education in their education, they also utilize programs with other ends.

The last two client types are the primary focus of our attention--the developer of programs or the program administrator and the scholar-researcher-professor. Many people view the program administrator as an administrator in the sense described above. However, it appears that the individual of concern here is primarily a developer of programs, and his applied discipline is curriculum or program development. He is the institute, conference, and evening school planner in schools and colleges. While he works with people and money, his focus is the immediate impact on the program. His needs are best met by what others have termed a "clinical master's" program or a "clinical doctor's" program. Both focus on the field of practice

and provide essential learning experiences in philosophy and values, the history of the field, learning theory, program development, instruction, evaluation, and appropriate internship experiences. This client's experience with research should be as a consumer, not a producer; with learning theory as an applier, not a developer of new theory. His field of specialization is program development and instruction in all of its ramifications, following Houle's design for example.

The last client type is the scholor-researcher-professor. His focus may be that of generating and testing theory about adult learning or development, the history of the field, the sociology of the field, instruction, or program development. He should not focus on all of them, since they are related but separate fields of theoretical development. The disciplines encompassed are learning, development, history, sociology, instruction, and curriculum; the special focus is the adult. In this program, research is a necessary basic tool to be used as a producer. Even here, for example, research design, including statistical analysis, is an applied tool; for it is a field of study itself. The student must choose one or two of the areas mentioned as his point of focus, while he utilizes the remainder for either necessary or desirable support. What is <u>not</u> being described, then, is a doctoral program of seventy to ninety credits evenly distributed through all of these areas and titled "adult education." In this program the master's has no particular utility and could be eliminated since it is not a convenient or useful terminal sub-point. An appropriate distribution of learning modules might be about forty per cent in the field of specialization, twenty per cent in research design and methodology, and the remainder in a related or supporting minor field. The student who completes a program based on this approach might start his professional career as a specialist-

scholar, with sufficient initial expertise to build a lifetime of research, teaching, and scholarship.

By extension to the graduate program, this proposal is based on a few premises of which one is predominant. That is, it is no longer possible to be a generalist-scholar in education--a generalist-practitioner, yes, in the development of programs. But as a scholar, it is no longer possible to command the field of knowledge in learning, development, history, sociology, program development, instruction, and research methodology. The development of knowledge in the field of education has been as explosive as the field of science. Despite this, little is known about our field as of yet.

This proposal, then, maintains that the central field of expertise in adult education is program development and instruction. The other supporting fields described previously must be tied to and developed from their basic disciplines: history, sociology, philosophy, learning, and development. Where omnibus departments of education still exist, they need to develop staff clusters of psychologists, historians, sociologists, curriculum theorists, and others. Programs at the doctoral level where the staff members have not developed their areas of specialization (where they continue to teach "some of this and some of that") must be modified to encourage and permit specialization. This does not mean that it is inappropriate to have faculty who apply learning theory to instruction or development theory to program planning; but these should be focused not on the theory, but on the application.

To illustrate various matters of importance in designing graduate programs in adult education, following are some aspects of programs which are examined when a regional accrediting association, such as the North

Central Association, visits an institution:

1. Goals. What are the educational goals of the program--master teachers, community program planners, state program leaders, researchers (master's level, doctor's level)?

2. Need for the Program. What needs are present in the area to be served? What kinds of jobs? Are appropriate numbers and kinds of students available? What needs are other available institutions meeting or not meeting?

3. Students. What kinds of students are found in the program? What is their academic quality? What is the quality of their prior college experience? Their grades? Relevant achievement test results? What evidence is available relative to their competence or potential as an educator--successful experience or related experience?

4. Instructional Resources. Does the library have a representative current and retrospective collection of books and journals appropriate to educational goals of the program? How is the collection built--by the library or by the faculty? What kind of relationship exists? Does it have the ERIC collection of microfiche? Are faculty and students using the collection--reading lists and circulation records? Are audio visual and television equipment and staff resources available? Are the instructional spaces available appropriate to a modern program of education--rooms, seating arrangements, and class sizes?

5. Faculty. What do they regard as their individual areas of specialization? Do their teaching assignments reflect specialization or generalization (for example, statistics, history of education, program development)? Are adjustments made in class teaching loads to account for necessary individual instruction and scholarship? Is there necessary support, at appropriate levels, of essential related fields such as psychology, sociology, administration, statistics, history, and philosophy? Does the faculty have something to say to their colleagues? What have they communicated via writing, video tape, or other appropriate media? If the program is practitioner oriented, are the faculty members experienced, successful and up-to-date practitioners? If the program is scholar-research oriented, are the faculty members producing new or reorganized knowledge?

6. Academic climate. Are conditions of work such that will facilitate creative faculty contributions? Are the faculty members free to develop new and changed program emphasis? Within general budget constraints, are the faculty members their own employers with regard to staff selection and treatment and program content?

7. Program. Is graduate study recognized as being truly different from undergraduate study with respect to individualization and learner responsibility? Is there an open curriculum within broad parameters to permit student development of their own special interests? Is there appropriate provision for specialization

and supporting breadth? Are terminal measures of competency used which are integrative and which cross course lines?

8. Finance. Does the institution recognize that graduate work takes more time, costs more, requires more faculty support and specialization, and cannot be added on to an undergraduate or even an existing graduate program just with a few more courses? Rather, is it acknowledged that graduate study requires a focus of effort on the part of the institution, the faculty, and the students to insure a quality program?

In summary, it is proposed that distinction be made between graduate programs which prepare practitioners of the field, essentially program developers and instruction specialists, and graduate programs which prepare researchers or professors who are theorists. The practitioner program should be offered at two levels--the master's level for most community based programs and the doctor's level for university, college, and regional or state level leadership positions. The level of resources necessary to enter the doctoral program level should be recognized, as is true in other fields of the sciences, humanities, and social studies. Adult educators should not settle for less than the degree of specialization necessary in their faculty members. Finally, adult educators should phase out the generalist function in preparing professionals, except at the program development practitioner level.

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REACTION PAPER NUMBER ONE[1]

The method of response selected for this reaction paper involves posing a series of questions. Of course, there are questions and then there are questions! Questions have been selected from a variety of types, including simple, naive, straightforward, leading, loaded, rhetorical, slightly snide, and unfair.

First, should a graduate program be based on who the workers in the field are? This seems to assume that adult education professors are preparing workers for the adult education field exclusively and that preparation is "the name of the game." Yet, Houle's study of four hundred eighty persons who received doctorates in the field indicates that a substantial percentage (perhaps forty) did not remain in adult education.[2] It appears that no study has been made of positions held by those with master's degrees in adult education. However, a reasonable estimate would be that a significantly higher percentage are not now adult educators. Thiede's list also assumes that adult education is only a career field. He omitted the many adult educators engaged in work who do not define their activities as career oriented: for example, those men and women throughout the world active in various political, social, and cultural movements. They

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[1]John Ohliger, Visiting Associate Professor, University of Wisconsin--Extension, Madison, Wisconsin.

[2]Cyril O. Houle and John H. Buskey, "The Doctorate in Adult Education, 1935-1965." Adult Education, 16: 131-168 (Spring, 1966) as interpreted in Coolie Verner, Gary Dickinson, Walter Leirman, and Helen Niskala, The Preparation of Adult Educators: A Selected Review of the Literature Produced in North America (Syracuse, New York, and Washington, D.C.: ERIC Clearinghouse on Adult Education and Adult Education Association of the U.S.A.), September, 1970, p. 83. This ERIC/AE and AEA/USA document is recommended strongly for anyone wanting to pursue this topic further. It reviews 118 items including most of those referred to by Wilson Thiede and others on this panel.

would certainly not label themselves as "volunteers," using his terminology.

Second, should doctoral programs concentrate on program administrators or scholar-researcher-professors? Is this a worthwhile distinction to make? Does this not preserve the myth that the practitioner receives and applies knowledge and that the scholar produces it? It sounds strange to make that distinction in the field of adult education. What happened to "mutual learning"? Both of these goals for concentration assume the primacy of programs. "Program," as Thiede defined it, seems to be something with immediate impact, yearning to be of long range impact, so then it could be called curriculum. This emphasis on curriculum appears odd at a time when the very concept itself is being challenged in other areas of education, when other areas are becoming concerned about its "packaged" or "hidden" nature. In addition, Thiede's concentration on "program" de-emphasizes, or omits, self-education. Should the adult educator not be concerned with self-education? Should he not, at least, work toward a society that makes self-education meaningful?

Third, is it really no longer possible to be a "generalist-scholar" in education? Such a view appears to be based on the conclusion that there has been something called "a knowledge explosion." Other authorities dispute this conclusion and state that a huge increase in available data does not mean that an atomic bomb of knowledge broods over mankind.[3] Still others point out that the term "knowledge" has at least two meanings. One meaning

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[3]For example, see the remarks of the philosopher and physicist, John Wilkinson, in Adolescence Is No Time for School, audiotape, Santa Barbara, California, by the Center for the Study of Democratic Institutions, 1970. On the same tape, Robert M. Hutchins states: "Nicholas Murray Butler (late president, Columbia University) and Will Ogburn (late sociologist) both said almost simultaneously fifty years ago that the explosion of information was such that we were going to have to prolong adolescence at least until age forty-five in order to get it all into our students."

views it as the classification of information, the way it appears Thiede referred to it in his paper. Another meaning sees it as the direct penetration of reality, connoting intimacy, intercourse, and life experience.[4] Should adult educators not be leery of "conventional wisdom" when exploring this question? At any rate, a generalist, as some define him, never could aspire to know everything about everything (even though that is our heritage from Comenius), but only to be one who asks and deals with general questions, who looks at the world as a whole, not its parts. Are adult educators really condemned to know more and more about less and less?

Fourth, as to the accrediting queries of the North Central Association, one question is: Do they assume too basic a similarity between adult education and other graduate programs? Also, how recently has the very process of accreditation itself been examined? Is there any certainty that it serves a useful purpose?

The fifth and last question could be considered an "unfair" question, because it deals with topics that Thiede did not mention in his paper; however, he did touch on them somewhat in his talk today. When some of the panelists met yesterday, Thiede mentioned that he thought the "heyday of education was over." Certainly, education's legitimacy is declining as far as the standard institutions are concerned. In adult education some of the graduate programs are being deleted, while others seem to be in a state of suspension. Yet, at the same time, new graduate programs in adult education are being created at other universities; and information indicates that the number of people participating in certain adult education activities is also increasing--some on a compulsory basis. Why these apparently

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[4]For example, see Ivan Illich, "After Deschooling, What?" Social Policy, September, October, 1971, pp. 5-13.

contradictory trends? Are these new graduate programs and increased participation examples of the trend toward "specialization" that Thiede mentioned? One prominent professor in the Commission said that he was concerned that the new graduate programs in the Southeast are defining adult education almost exclusively as "adult basic education." Some of those in the older "established" graduate programs who are feeling the pinch are in a state of panic. They seem to feel that the only way to survive, assuming survival to be the ultimate value, is to reduce the number of students and concentrate on what they call "quality" and "standards." Is it possible that the profession is about to have adult education without "trained" adult educators? It is common knowledge that most adult educators have never taken a course in adult education in their lives. Must "we get caught up" in "protecting our turf," in "the territorial imperative"?

At the beginning session of the Commission this year, Thiede's colleague, Kreitlow, criticized the "athletic competition model" for education. But Kreitlow concluded by accepting the model when he said that less attention should be paid to the "winners" and more to the "losers." Thiede's paper also appeared to accept the model. Is it not time to examine the athletic competition model itself, which is, after all, only a rhetorical political device designed to justify a certain economic system? On the other hand, since for the next four years the greatest of all amateur football coaches will be President of this country, would such an examination be "wise?" But at least one could ask about a trend that seems to be common to both football and adult education: Is the pursuit of more and more specialization making adult educators so narrow that not only can they not see the forest for the trees, but they cannot even see the trees for the branches and the leaves? Can adult educators any longer avoid asking not only what <u>is</u> happening, but what <u>should be</u> happening in the broader world--a world that no longer sees education as a sacred cow?

REACTION PAPER NUMBER TWO*

In preparing a reaction to Professor Thiede's paper, a dilemma evolved. In fact, in approaching the rostrum, the question came to mind as to whether to give a true "gut reaction" to the paper or say what is politic and thank Thiede for establishing a good point of departure for discussion.

With your forebearance, an attempt will be made to take a central position on the continuum of the dilemma. It will be more productive to raise issues that can be debated with Thiede later than to react to the specific ideas of his paper. To this end, certain issues will be raised, mainly those of: (1) the quality of graduate programs; (2) the design of programs; (3) a common market concept; and (4) the role which continuing education might play in adult education programs.

First, as Thiede began and suggested that his thoughts were adapted from the writings of Houle, Aker, Veri, Boyd, Douglah, and others, one wonders why he overlooked some rather important works by others who have studied the topic of graduate programs in adult education. Those which come immediately to mind are: Thurman White's dissertation on the investigation of training interests of adult educators, which was done in the early 1950's; the Chamberlain study of competencies which an adult educator needs to perform his work, done in the 1960's; and the theories of the doctorate proposal by Malcolm Knowles and Paul Essert.

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*Clive C. Veri, Dean of College of Continuing Education and Professor of Education, Northern Illinois University, DeKalb, Illinois.

Additionally, why were some other studies in other fields not cited, such as the early 1900 Flexner report, which significantly changed medical education, or Berelson's general study of graduate education, or the most recent study by Mayhew on Reform in Graduate Education. Could the profession not have benefited from the findings of these investigations relative to the problems of graduate program design?

It would appear that Thiede's paper, with this audience of professors of adult education, had the potential of dramatically changing graduate education in our field. Lest you think, however, that this is being derogatory of Thiede's paper, it should be stressed that this writer's comments are from his perspective. It should be emphasized at the outset that there is much concern about the quality of graduate studies in adult education.

Second, in the field of adult education, since 1950, there have been at least three doctoral dissertations which have identified the competencies which are needed by professional adult educators in order for them to be maximally effective in these jobs. It appears that there has been no attempt by professors of adult education to move from the identification of these competencies to specific behavioral objectives, which can be combined and structured into meaningful learning experiences (notice, learning experiences and not courses was emphasized).

A very real concern, then, in talking about problems of graduate program design focuses on the word "design." It seems that graduate programs in the field of adult education have been "designed" by a one-man department. This professor of adult education adds three or four courses to a university's catalog (most likely, History and Philosophy, Administration, Methods and Media, and Psychology of Adult Learning), adds a list of suggested courses from other departments, and this results in a graduate program in adult

education. From a personal perspective, this is "non-design," which leads to marginal programs.

Third, in discussing problems of graduate program design, adult educators should address themselves to a first basic question: Do they really mean program design (inferring the building of new and more programs) or program redesign (refining the programs our field already has, even to the point of closing down marginal programs)?

Five or six years ago, Houle said that the field of adult education did not need new programs; the focus should be on improving those already in existence. In retrospect, it appears that he was right. Perhaps, serious consideration should be given to designing no more than six super programs on a regional basis. Or perhaps, serious consideration should be given to the idea of developing a national university common market, where students could move freely from one program to another, studying in depth adult education philosophy at a Chicago, adult basic education at a Florida, curriculum at a Northern Illinois, teaching-learning methods and media at a Nebraska, and adult psychology at a Wisconsin.

What is being proposed is graduate programs of highest quality, founded on a criterion-referenced, competency-based, systems approach. And this type of program could support the specialization idea presented so well by Thiede.

Fourth, it seems that Thiede's paper did not address itself to what adult educators spend their lives doing--helping others to continue their education. If adult educators honestly believe in this concept for others, they must live the concept themselves and design it into their graduate programs. Continuing education programs designed by graduate institutions, combined with on the job training, should be considered a realistic subsystem of the graduate program designer's responsibility. How

continuing education experiences are built into a graduate program poses a problem, but does not any problem present a unique opportunity to innovate and create?

No attempt will be made to summarize these brief reactions to Thiede's paper; rather, a personal view of problems of graduate program design will be reiterated. The field of adult education is very young when one considers that the first doctorate was awarded in the mid-1930's and that it was not until the mid-1950's when professors of adult education first met to organize this Commission of Professors of Adult Education. Consequently, there are many problems. Some of these problems are:

1. Being recognized as a profession.
2. Graduating people with master's and doctoral degrees from marginal programs.
3. Lack of communication and collaboration among professors of adult education.
4. Graduate program design.
5. Graduate program redesign.

Too many people view the word "problem" in a negative fashion. It would appear that the time is ripe to view a problem as an opportunity to test our mettle and arrive at creative but tenable and viable options for action.

PART II

EPISTEMOLOGICAL ISSUES IN THE PROBLEM APPROACH TO ADULT EDUCATION

EPISTEMOLOGICAL ISSUES IN THE PROBLEM APPROACH TO ADULT EDUCATION[1]

Adult education, in addition to having theoretical problems and issues unique to itself, shares a number of problems and issues with elementary and secondary education. Both areas are, for example, concerned with such issues as whether more attention ought to be given to vocational as opposed to liberal education, whether the curriculum ought to be student centered rather than subject centered, and whether the curriculum should be structured around problems or fields of study. The focus of this paper will be on one such shared problem area. Some limited, but fundamental, questions will be raised about the meaning and implications of a popular position regarding both the means and ends of adult education programs.

The position to be examined can be characterized roughly as the problem centered approach to adult education. This approach, which appears to be popular at present, focuses on having the learner identify and solve problems for himself. Its intended outcome is not only that the learner will have solved problems important to himself, but that he will have learned how to learn. That is to say, he will have learned how to solve problems on his own. Since this approach emphasizes self-directed learning, the teacher is viewed as a resource person and learning facilitator. Reasons given for favoring this approach include: (1) adults tend to be problem oriented in their approach to education; (2) self-directed learning is more compatible with an adult's self-concept than is teacher directed

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[1]Jerrold R. Coombs, Professor of Education, University of British Columbia, Vancouver, Canada.

learning; and (3) the alternative approach most often adopted, that of transmitting knowledge, is of little benefit.[2]

No attempt will be made to question the truth of these reasons and their adequacy for warranting a preference for the problem centered approach, since there appears to be sufficient grounds to take this approach seriously. These grounds lie not so much in the peculiar characteristics of adult learners as in the fact that learning how to solve problems is perhaps the most significant objective of education at any level. In so far as the problem centered approach to adult education seeks to foster this objective, it is worthy of the most serious consideration.

Now, the question is, "What are educators commiting themselves to in adopting the problem centered approach?" More particularly, educators should ask what precisely it is that one has learned when he has learned to solve problems? If a satisfactory answer to this question can be obtained, some light can be shed upon questions about the role of the teacher in such a program and the competencies he needs to fulfill his role.

John Dewey's penetrating analysis of the nature of problem solving provides the basis for most contemporary accounts of problem solving and, consequently, affords a good starting point for discussion. A full account of Dewey's analysis of problem solving is not necessary for our purposes. A description of its major features should suffice. For Dewey, problem solving begins with a perplexed, troubled, or confused situation and ends with a cleared up, unified, resolved situation. It

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[2]Malcolm Knowles, The Modern Practice of Adult Education: Andragogy Versus Pedagogy (New York: Association Press, 1970).

involves the following five phases:

> (1) suggestions, in which the mind leaps forward to a possible solution; (2) an intellectualization of the difficulty or perplexity that has been felt (directly experienced) into a problem to be solved, a question for which the answer must be sought; (3) the use of one suggestion after another as a leading idea, or hypothesis, to initiate and guide observation and other operations in collection of factual material; (4) the mental elaboration of the idea or supposition as an idea or supposition (reasoning, in the sense in which reasoning is a part not the whole, of inference); and (5) testing the hypothesis by overt or imaginative action.[3]

These phases or aspects of problem solving were not considered by Dewey to be steps to go through, a recipe for solving problems, so to speak. Rather, they were features of all serious attempts to solve problems having no set order or duration. This is important to emphasize, for more recent writers have given the impression that steps similar to these provide a procedure which could and should be used to arrive at solutions to problems. The fact that Dewey's phases, construed as a procedure, is virtually useless in helping one solve problems seems to have escaped their notice.

In addition to describing the phases of problem solving activity, Dewey argues the following points:

1. People are from an early age naturally disposed to carry out the inferring, testing, and experimenting involved in problem solving.

2. These innate attitudes and methods of inquiry can be made more adequate by the acquisition of the attitudes of open-mindedness, whole heartedness, and responsibility; by the acquisition of a systematic method of testing facts and conclusions; and by the acquisition of judgment, that is, the ability to appraise relevancy and adequacy of evidence.

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[3]John Dewey, How We Think (Boston: D.C. Heath and Company, 1933), p. 107.

3. The development of more adequate methods and attitudes of inquiry can be accomplished by establishing conditions which call for their exercise.[4]

Though unquestionably insightful, Dewey's analysis of problem solving has a certain vagueness which limits its usefulness as a basis for developing practical educational programs. The vagueness in his account centers in his exposition of the role of judgment and method in problem solving. This, in turn, is traceable to vagueness in his account of what counts as a solution to a problem. As was noted earlier, Dewey held that solving a problem means turning a perplexed situation into a unified, resolved situation. By this, he did not mean that a problem is solved whenever the person no longer feels perplexed or troubled by it. Somehow, the situation itself has to be unified. Just how one determines whether or not a situation is resolved and the role of judgment and method in making the determination is not clear. Although, it is clear that Dewey regarded judgment and method as playing an important role.

What is it, then, that one has done when he has solved a problem? Answering this question is somewhat complicated by the fact that there are many different kinds of problems. For the purposes of this discussion, it is sufficient to distinguish between three major classes of problems: practical problems, value problems, and theoretical problems.

Practical problems have to do with determining what means to adopt to secure a given end. Determining how to get a job, how to change the policies of government, and how to build a carport are examples of practical problems.

Value problems have to do with determining such things as what is right, good, desirable, and beautiful. Determining whether or not it

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[4] Ibid., pp. 30-89.

is desirable to marry, train to be a doctor, support welfare programs, and the like are examples of value problems.

It is difficult to define in any precise way the nature of theoretical problems. Basically, they are problems set by obstructions to understanding rather than obstructions to acting or deciding. Some typical examples are the problem of dividing 367 by 42, the problem of determining why gases expand when heated, and the problem of determining where Troy was located.

It is fairly easy to see what counts as a solution to a theoretical problem. One has solved the problem when he has obtained a true or correct answer to the question which expresses the problem. Solving the mathematical problem cited above involves having the correct answer to the question, "How much is 367 divided by 42?" Similarly, the explanation problem in the example cited previously is solved when one has a true answer to the question, "Why do gases expand when heated?" Notice that it is not enough to be able to offer an answer one <u>feels</u> is true or correct. If the answer is not true or correct, one has not <u>solved</u> the problem. Now, the only way of judging the truth of an answer is in terms of the evidence which supports it. This means that, in practice, having the solution to a theoretical problem amounts to having an answer which one has <u>adequate grounds</u> for believing to be true or correct.

But what about value problems? What is it to have solved a problem of determining what to value or what goal to pursue? Consider the problem expressed by the question, "Should one study to be a doctor?" Will any answer count as having solved the problem? Does an answer arrived at by flipping a coin count as a solution? In one sense, perhaps, it does. It certainly resolves the issue of what one <u>will</u> do. Yet, in another sense,

it seems that committing oneself to studying to be a doctor as a result of flipping a coin does not solve the problem of whether or not one should study to be a doctor. To solve this problem, one must have adequate reasons for adopting the view that one should or should not study to be a doctor.

The argument to this point has been an attempt to show that having a solution to either a theoretical or a value problem involves having an answer to the problem that is based on adequate reasons or grounds. Now, one should consider whether or not this holds true for practical problems as well. Consider the problem of obtaining a job. Clearly, what counts as a solution to this type of problem is achieving the goal one has set for oneself; in this case, having a job. Solving the problem is not logically dependent upon having a belief or a commitment based on adequate reasons or grounds. It is logically conceivable that a practical problem could be solved by random activity. But attempting to solve a problem in this way is both inefficient and dangerous. So clearly is this the case that a person who typically attempts to solve problems in this way would not be said to know how to solve problems, though occasionally he might solve one. To have learned how to solve problems, one must have learned to base his actions on well founded conclusions about what means are likely to be effective in achieving his goals and acceptable in terms of the further consequences they produce.

At this point, it appears that what is involved in learning how to solve a problem can be spelled out more clearly. To learn how to solve problems is to learn how to come to well-grounded conclusions about what to believe, what to value, and what to do to achieve given ends. Also, it appears that the way is clear for realizing just how judgment and method, discussed by Dewey, enter into problem solving. As noted earlier, "method,"

for Dewey, refers to cannons of evidence and rules of inference, while "judgment" refers to the ability to apply these appropriately in particular cases. If learning how to solve problems involves learning to come to conclusions based on adequate grounds or evidence, then it necessarily involves learning to reason in accordance with relevant standards of evidence. Or, in Dewey's terms, it necessarily involves method and judgment.

Having made clear that learning how to solve problems logically implies learning how to reason in accordance with accepted standards of relevance, adequacy, and accuracy, attention will be given now to what this all means for the adult educator operating within the problem centered approach. Clearly, his task is twofold. One aspect of that task is to help students solve problems by helping them come to conclusions about what to believe, value, or do which are as well-founded as possible. The second aspect of the task is that of equipping students to follow relevant standards of reasoning when solving problems on their own. This manner of putting the matter highlights a basic difficulty of the problem centered approach, namely, that this approach requires students to apply or at least to conform to relevant standards of reasoning before they have learned them.

Though an adequate methodology for accomplishing this task has not been developed yet, it is not clear that the role of the adult educator is adequately conceptualized by such notions as facilitator, resource person, and co-inquirer. It is precisely at this point, the point of adequate conceptualization of the role of the teacher, that problem centered approaches in elementary and secondary education have floundered.

To develop an adequate conceptualization of the teacher's role, it is necessary to become more clear as to the nature and origins of standards of reasoning and evidence. Dewey believed that persons are born with innate dispositions to test and experiment and that by establishing

problem solving conditions which call for their exercise, these dispositions can be improved to the point where the student is following standards of evidence accepted by expert inquirers; for example, scientists and historians. It is not entirely clear what Dewey had in mind when he spoke of establishing conditions which call for expert testing and appraisal of evidence. What is clear is that just placing someone in a situation where he has a problem to solve and resources at his disposal cannot count as establishing the requisite conditions. It is not for lack of problems or resources that so many persons today have not learned how to solve problems.

Undoubtedly, the standards of reasoning and evidence used by expert inquirers have evolved as the result of refining our innate testing impulses in the context of trying to find reliable answers to our problems. But this was a cultural achievement requiring the efforts of many men over many years. It is improbable to suppose that one person could duplicate that cultural achievement in his own lifespan. If it is correct to conclude that the standards of reasoning and evidence required for solving problems are substantial, cultural artifacts, it follows that an adequate conceptualization of the teacher's role must take into account the need for initiating students into these standards.

Though a more adequate conceptualization of the teacher's role is crucial to the success of the problem centered approach, this writer has no such conceptualization to offer. Clearly, however, the teacher must be, in some sense, a standard bearer. This is not to suggest that he is to continually judge or criticize the ways of reasoning employed by students, though this may sometimes be appropriate. Rather, it is to insist that he must somehow bring relevant standards to the attention of students and get them to apply those standards in their reasoning.

There may be some merit, as well, in introducing students to standards of reasoning by having them work on problems for which data is available that is already structured in a form that is consistent with sophisticated standards of evidence. For example, students may be given the task of solving problems for which there is available data already structured in terms of the method of agreement, the method of difference, or the method of concomitant variation. Considerable experimentation with this kind of approach has already been conducted in public schools under the name of "guided discovery" learning.

It is tempting to argue that adults have already learned to reason in accordance with accepted standards of evidence and that the adult educator need only concern himself with helping learners identify their problems and securing the resources needed for their solution. This writer's experience with university students, admittedly a biased sample, indicates that this is not the case. Moreover, there are notable cases of public controversy in which adults have demonstrated their inability to reason in accordance with accepted standards of evidence. Two such cases come to mind. The first is the case in which large numbers of supposedly educated adults argued against the truth of Arthur Jensen's empirical conclusions concerning IQ differences between Blacks and Whites on the grounds that it was immoral and racist to draw such conclusions. Clearly, such grounds are irrelevant to determining the truth of Jensen's conclusions. The second case is that in which large numbers of adults were convinced that smoking marijauna leads people to use heroin on the totally inadequate grounds that a high proportion of heroin users had previously used marijauna.

What implications has the present analysis concerning the expertise an adult educator needs in order to be successful using the problem approach? It seems obvious that he needs to know and be able to apply the

standards of reasoning by which one establishes well-grounded conclusions about what to believe, value, and do. But this is no easy task. There is no one way of reasoning, no one set of standards followed in arriving at all of his decisions about what to believe, value, and do. Different kinds of problems call into play different standards of reasoning. For example, the criteria of relevancy and adequacy people apply in solving the value problem of determining whether or not abortion is moral are very different from those they apply in solving the theoretical problem of why the United States is experiencing severe inflation. Nor is it the case that all theoretical problems or all practical problems call for the use of the same standards of evidence.

Paul Hirst argues that our culture has developed a number of distinct forms of understanding.[5] He has identified eight such forms: mathematics, physical sciences, human sciences, history, religion, literature, philosophy, and morals. Each of these forms of understanding has its own distinct set of concepts and its own unique standards of reasoning by which its conclusions are established. Philosophy, for example, involves the use of concepts and rules of reasoning that are very different from those used in the physical sciences. Hirst goes on to argue that one cannot learn the way of reasoning embodied in a form of understanding without learning something of the concepts and content of the form of understanding.

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[5]P. H. Hirst, "Liberal Education and the Nature of Knowledge," in R. D. Archambault, editor, Philosophical Analysis and Education (New York: The Humanities Press, 1965), p. 196.

Israel Scheffler lends support to this view with his observation that the ways of reasoning, characteristic of a form of understanding, are, to a certain extent, embodied in the practices of persons working within the field and cannot be made fully explicit.[6] For example, a philosopher follows certain standards of reasoning in coming to his conclusions; but he cannot tell you what they are, except at a rather superficial level. To learn them, one must see how the philosopher exemplifies them in his deliberations; and to do this, he must have some understanding of the content of philosophy. It seems, then, that an adult educator, who wants to use the problem approach, must attain some competence in each of the forms of understanding. Only then can he attain competence in the ways of reasoning involved in problem solving.

One need not conclude, however, that the adult educator needs to be, for example, an expert mathematician, philosopher, or psychologist. While he needs understanding of the ways of reasoning embodied in these forms of knowledge, just how detailed an understanding is not clear. For example, he needs some understanding of the standards followed in making well-founded inductive inferences; but, obviously, he does not need the detailed understanding of research design and statistical inference that is needed by the research psychologist. The adult educator does not need detailed understanding of these various ways of reasoning, because in the main the problems with which his students will be concerned are not theoretical ones. His students are not concerned with advancing society's fund of knowledge within a particular form of understanding. Rather, they

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[6]Israel Scheffler, "Philosophical Models of Teaching," in I. Scheffler, editor, Philosophy and Education, second edition (Boston: Allyn and Bacon, Inc., 1966), pp. 112-113.

are primarily concerned with problems of determining what values to adopt, what goals to strive for, and what means to adopt to achieve their goals. This does not mean that adult education students deal only with simple, low level problems. Indeed, value problems are among the most difficult and most significant problems of mankind. Moral and political problems, for instance, qualify as value problems. Clearly, no other sorts of problems are more significant or difficult.

If the students of adult educators often deal with value problems, it follows that adult educators must have expert, detailed knowledge of the ways of reasoning involved in establishing well-founded value conclusions. It follows, too, that they must have some understanding of the ways of reasoning embodied in each of the other forms of understanding, since value conclusions are always based, to some extent, on other sorts of conclusions, particularly scientific and historical conclusions. Thus, one can arrive at a well-grounded value conclusion only if these other conclusions are well-grounded.

The claims expounded in this paper concerning the expertise needed by the adult educator using the problem approach are sensible only if it makes sense to speak of well-founded or rational value conclusions and, hence, of standards of reasoning for establishing such conclusions. The argument needed to show that there are such standards, that value conclusions can be more or less rational, are long and difficult. Although only the major points of such arguments have been sketched here, they have been presented in some detail in an earlier paper.[7]

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[7]Jerrold R. Coombs, "Objectives of Value Analysis," in L. Metcalf, editor, Values Education (Washington, D.C.: The National Council for the Social Studies, 1971).

It is proposed that value claims can be more or less well-grounded by portraying in a rough way the sort of language game that people play when they assert a value conclusion and kinds of rules they commit themselves to in playing this game. The first thing to note is that a person asserting a value conclusion commits himself to having some reason for his conclusion. To claim that something ought to be done is to imply that there is a good reason for doing it. That which counts as a reason is some fact about the thing being valued. For example, educators cite a projected consequence of an action as a reason for saying it ought to be done. Now, something can count as a reason for an assertion only if it forms part of an argument from which the assertion can be concluded. A fact about the thing being valued is only part of an argument from which the value conclusion follows. To hold the fact as a reason is to be committed to the rest of the argument as well. The rest of the argument, in this case, is a value principle regarding the worth of facts of the kind being offered as a reason. It appears, then, that someone making a value assertion commits himself to the truth of some fact or facts about the thing being valued and to one or more value principles.

Now, it is possible to see how standards of reasoning apply to value conclusions. They apply to factual considerations and value principles implicit in such conclusions. There are a number of distinct kinds of value conclusions, among the most important of which are moral judgments, prudential judgments, and aesthetic judgments. Although the criteria of reasoning associated with each of these has some unique features, it is possible to give a general description of the standards which are common to all kinds of value conclusions. These standards indicate that a value conclusion is well-founded to the extent that:

1. It is based on factual considerations that are true or well-confirmed.

2. It is based on a consideration of as wide a range of facts as reasonably possible.

3. It implies a value principle that is acceptable because:

   (a) It yields acceptable judgment when applied to a range of new cases, and or

   (b) It can be logically deduced from an acceptable principle, and or

   (c) It yields acceptable judgment when the judger imagines himself in the role of others affected by the judgment, and or

   (d) The consequences of everyone's acting on it would be acceptable.

These, then, are the standards that adult educators using the problem approach most need to know.

As noted earlier, it is difficult to say just how much the adult educator should know of the ways of reasoning associated with other (non-value) sorts of conclusions. Robert Ennis has written an excellent article enumerating what he calls critical thinking abilities. It seems to me that the adult educator should have, at the least, a solid working grasp of the different kinds of conclusions and the standards for assessing them that are explicated in Ennis' essay. This level of competence should make it possible for him to deal effectively with practical problems. It is not possible to give a full account of these standards here; yet, it is appropriate to give some sense of them. This will be accomplished by identifying the different kinds of conclusions and then discussing briefly the standards of reasoning and evidence appropriate to them. Hopefully, the discussion, though brief, will be clear enough that its simplifications and omissions will be apparent.

To begin with, in addition to value conclusions, two other major kinds of conclusions can be identified. These are empirical and analytical conclusions. Empirical claims are those which are established by some

public test against experience. The ways of reasoning from experience to conclusion, that is, the standards of evidence that are applicable to this reasoning, differ from one kind of emperical claim to another. The following are examples of empirical claims:

1. The janitor smiled when I said hello this morning.
2. Gasses expand when heated.
3. Competition for colonies caused World War I.
4. This vase is two thousand years old.
5. Children develop cognitive structures through the processes of assimilation and accommodation.
6. The reason Nixon reduced the number of troops in Vietnam was to assure his election.

Notice that empirical claims tend to be associated with the forms of understanding that Hirst calls the physical sciences and the human sciences. Some of the major kinds of empirical claims include observation statements, explanations of particular occurrences, empirical generalizations, and theories. Each of these has its own somewhat unique set of epistemic standards. Several of these kinds can be subdivided, but such further refinements are unnecessary for the purposes of adult educators. One cannot set forth the standards of evidence relevant to every one of these claims; but for the sake of illustration, standards appropriate to empirical generalizations, quoted from Ennis, follow:

1. A simple generalization about experience. Such a generalization is warranted.
2. To the extent that there is a bulk of reliable instances of it. The greater the variability of the population, the greater the bulk needed.
3. To the extent that it fits into the larger structure of knowledge.
4. To the extent that the selecting of instances is unbiased . . . .

5. To the extent that there are no counter instances.[8]

It takes but a moment's reflection to realize that standards very different from these are involved in reasoning to the conclusion that Nixon withdrew U.S. troops from Vietnam to assure his re-election or in reasoning to the conclusion that children develop cognitive structures through the processes of assimilation and accommodation.

Analytical claims are claims about the relationships among concepts or symbols. The following are analytical claims:

1. There can be no teaching where there is no learning.
2. $7 \times 3 = 21$.
3. A man cannot be held responsible for his behavior unless he has a free will.

It should be apparent that the forms of understanding embodying claims of this sort include mathematics and philosophy. The cirteria of reasoning applicable to substantiating analytical claims also vary from one kind of analytical claim to another.

In summary, three things have been attempted in this paper. First, an attempt has been made to show that an adult educator who wants to help adults learn how to solve problems must have a good grasp of the concepts, techniques of inquiry, and standards of evidence appropriate to establishing well-grounded decisions about what to value and do. To state the matter another way, the adult educator must possess expertise in the logic of value deliberation and practical inquiry. Second, an attempt has been made to sketch briefly the standards of reasoning relevant to solving problems of value. Third, an attempt has been made to provide a rough

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[8]Robert Ennis, "A Concept of Critical Thinking: A Proposed Basis for Research in Teaching and Evaluation of Critical Thinking Ability," in B. P. Komisar and C. B. J. Macmillan, editors, Psychological Concepts in Education (Chicago: Rand McNally and Company, 1967), pp. 124-125.

overview of the variety of conclusions one tries to establish in solving practical problems and to give some sense of the standards of reasoning relevant to them. Readers wishing to pursue further the logic of value deliberation and practical inquiry should refer to the works of Ennis and Coombs cited in the footnotes.

In emphasizing the adult educator's need for competence in the logic of problem solving, it is not meant to imply that this is the only sort of competence the adult educator needs in order to use the problem approach successfully. It should be evident that the adult educator also must be competent in the psychology of value inquiry and in managing interpersonal relations. He needs to know such things as how to establish a climate of responsible inquiry, how to reinforce desirable attitudes, and how to provide emotional support when the going gets tough. If the material presented in this paper has been concentrated on the logical and epistemological competencies that the adult educator needs, it is because the writer perceives that the psychological competencies are often discussed at length, whereas the logical and epistemological competencies are virtually ignored.

One further source of possible misunderstanding should be mentioned. One may think that in emphasizing the fact that problem solving means getting a rational answer, that is, one supported by adequate reasons, the writer has ruled out emotion or affect as a vital part of the activity of problem solving. Clearly, this is not the case. Contrary to popular opinion, reason and emotion are not antithetical; they are not mutually exclusive in human decision making. Indeed, in this writer's work on value deliberation, cited earlier, it was emphasized that one cannot make a rational value decision without bringing into play his deepest emotional

commitments. The role of affect in problem solving was not discussed at this time, because it is a difficult topic, deserving extended treatment in its own right.

Although they have chosen for themselves an extremely difficult task, adult educators who seriously attempt to help adults learn to solve value and practical problems can be assured that they have staked out relatively unoccupied territory in the educational landscape. They can be assured as well that they have chosen a task worthy of their commitment. It should be clear from this discussion that the problem centered approach at its best aims to develop both understanding and the ability to make rational decisions. Thus, it conforms to the central ideal built into the concept of education. Moreover, this kind of activity, while not usually recognized as falling under the rubric of liberal education, is, nonetheless, genuinely liberating. It is not merely lack of information that confuses people and secures their acquiescence to stupid and cruel policies, it is, as well, the lack of adequate powers of reasoning by which to sort the sensible from the stupid, the immoral, and the ugly.

REACTION PAPER NUMBER ONE*

The paper by Coombs seems so eminently reasonable. He forcefully argues in behalf of rational adult conduct in problem solving, and who can disagree with that goal? In urging adult educators to help further this aim, Coombs says it is simply one of those purposes that our profession shares with the schools. He admits that the profession of adult education possesses certain uniquenessess, and he appears to have no intention of offering proposals calculated to make adult education more like the schools in every way. Nor does he dismiss the emotions as irrelevant in a rational approach to problem solving. In short, he surrounds his series of proposals for what he calls a "genuinely liberating" adult education with an aura of sweet reason. Why is it, then, that instead of rushing off to implement his ideas, this writer stands frozen to the spot--cold and terrified of inchoate evil lurking about his recommendations.

From a historian's point of view, there is an eerieness about Coombs' argumentation. It is like taking a science fiction Time Machine journey back some twenty years to 1953 when Arthur Bestor and Hilda Neatby launched the neo-conservative offensive against so called life adjustment education in the schools of North America. Such rationalists as these have argued, and not without cause, for schoolmen to teach the three R's and the techniques of thinking at least in better balance with the "practical," pragmatic instruction given in automobile driving and sex education. As the criticisms developed, the schools became a battleground over how to program children for life; that is, whether to emphasize the child as a

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thinking machine or as an adjusted cog in the social machine. The evil in Coomb's proposals is their potential to expand this immoral war of the schoolmen into the domain of adult education.

Perhaps, the only unique contribution that adult education has made to educational theory has been to view the clientele as autonomous human beings with individual needs. This view of the learner has been possible in adult education because the concept of the adult has included the right of free choice. Autonomy in adult education has been enhanced by the fact that participants could walk away from programs with impunity.

Autonomy of the learner, however, does not appear to occupy a prominent place in the priorities of Coombs paper. As a rationalist, he ardently believes that proper reasoning is the way to the Ultimate Truth, which he is sure exists. He rejects the notion, for example, that value claims can responsibly be based upon individual "attitudes, emotions, tastes, or preferences." To accept such a concept would mean that value claims "are neither true nor false, neither well-founded nor ill-founded." Such relativism is clearly unacceptable to Coombs. Yet, one of the strengths of adult education, at least in recent years, has been its openness to differently based value claims, its flexibility, its commitment to autonomy, and, indeed, its relativism.

If one believes in the existence of a "correct" solution for every problem and in the ability of disciplined reason to approach that Truth, at least to some extent, what is the logical responsibility of any educator? It is, as Coombs argues, to become the expert, the "standard bearer," who helps to sharpen the tools of his client's reasoning. In Coomb's philosophy, then, the primary role of adult educators is to "bring relevant standards to the attention of students and get them to apply those standards in their reasoning."

But what if one questions such notions of Truth and believes that there are much more important aspects to man than his reasoning mind? What if a practitioner subordinates concern for a client's reasoning processes in favor of responding, for example, to the client's own self-expressed need? Such a practitioner, in Coomb's view, is apparently no educator at all.

It is "well and good" for Coombs to function on that philosophy of life or education, that particular religion of rationalism which he espouses for himself. But to claim, as it appears he does, that this is the One True Religion for all adult educators is quite another thing. When he questions whether "the role of the adult educator is adequately conceptualized by such notions as facilitator, resource person, and co-inquirer," what he means is that such notions fail to satisfy his own philosophical view of the educator as expert.

While the fanatical "facilitator," with his T-group orientation, may be one of the most recent fads in adult education, surely ore of the earliest nostrums in education was the notion of "standard bearer." It appears that Coombs would replace the new with the old. But a nostrum is still a nostrum. And in adult education, Coombs' panacea just might be far more dangerous than the one he questions.

While rational adult conduct in problem solving is usually a good thing in and of itself, it appears that it should take lower priority in the field of adult education than the notion of adult autonomy. If adult educators adhere to the concept of autonomy, they must allow free choice. A client should have the right to choose to de-emphasize reason in favor of attitude, emotion, taste, or preference. He should have the right to conduct his reasoning in the way that most pleases him, however crooked that reasoning may be. While adult educators may help a client to see errors of analysis or judgment, practitioners must remember that the client may come

to his own self-interest by the most tortuous of routes. To demand that he "follow relevant standards of reasoning" is to forsake autonomy for intellectual arrogance at best, and at worst, for cultural imperialism. Adult educators, therefore, ought to maintain humility, honor their client's autonomy first and foremost, and reject demands to machine-tool adults to any expert's specifications.

Whether they are meant to be or not, Coombs' proposals have the effect of encouraging adult educators to become more like traditional schoolmen. By following his advice, adult educators would experience the same limiting assumptions that now fetter schooling. The most restrictive of these assumptions has been that the educator is the expert, appointed to initiate his charges in the knowledge deemed valuable by the decision makers of the society which pays for the education of the children. Such an ugly notion of schooling--with its compulsion, its experts, its commitment to initiating or norming children to the existing "cultural heritage" and job market--has been avoided in the best practice of adult education and certainly in the theory of the field professed by its thought leaders.

It seems that adult educators should resist arguments based on rationalism and the notions of schooling, no matter how innocently or seductively they may be advanced, just as they should resist the pressures for mandatory adult education. Their commitment to the autonomy of their clientele is a precious heritage that should be maintained. Unfortunately, the critical areas of program planning and evaluation theory in adult education are increasingly calling upon theories of schooling for a number of concepts. Coombs would spread the weed of schooling throughout the field of adult education until it choked the freedom now inherent in an adult teaching-learning relationship. It appears that the acceptance of Coombs' proposals would weaken adult education's commitment to autonomy.

Thus, it would work less in what he claims is the interest of liberation than in the interest of enslavement.

REACTION PAPER NUMBER TWO*

Currently, problem centered adult education is very popular and is seen by some to be the growing edge of the field; others view it with caution; still others reject it as an irresponsible Foray into unknown and ill-chartered territory. In any case, most adult educators are far from indifferent concerning adult education which focuses on problems. Coombs' paper challenges adult educators to consider carefully the necessary prerequisites for engaging responsibly in this type of adult education.

How a particular adult educator feels about problem centered adult education may well affect his reactions to Coombs' paper and what he gets out of it. If an adult educator believes that this kind of adult education is not needed or cannot be responsibly provided, he is likely to reject Coombs' paper as irrelevant to his needs. He may even find reasons in Coombs' paper for rejecting efforts to conceptualize and provide adult education which is problem oriented. If, however, an adult educator is moving ahead rapidly and enthusiastically in providing adult education of this type, he will discover a series of cautionary notes and a few abrupt challenges in Coombs' paper. Reading it may help him to evaluate whether or not he has paid sufficient attention to date to the necessary prerequisites for engaging in such adult education. If, in contrast, an adult educator is trying to puzzle through how to conceptualize and implement adult education which focuses on problems in a responsible manner, he will find well-focused assistance for doing so in Coombs' paper.

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Without getting into the pros and cons of why it is necessary and appropriate to offer problem centered adult education at this time, Coombs briefly portrays what he understands to be the essence of the problem centered approach frequently taken today by adult educators. The rest of his paper seems to be a superficial contribution toward how to strengthen that type of adult education. Actually, the problem centered approach to adult education, which he describes as currently being used, is essentially a learner centered approach rather than a problem centered one. The contrast can be seen in terms of the following categorizations of types of adult education, based on the primary purposes of the adult education being provided.

1. Type I--Content Centered Adult Education. This type of adult education is provided primarily to teach knowledge, attitudes, or skills. This educational process starts with what is to be taught and who is to teach it. Then, learners are sought who are willing to learn that type of information.

2. Type II--Learner Centered Adult Education. In this type of adult education, attention is paid primarily to assisting adults in learning what it is they wish to learn, usually with the teacher acting as a facilitator who helps as a co-investigator or as one who make possible self-directed learning. The learner typically seeks to learn particular knowledge, attitudes, or skills which will help in solving problems important to himself and, hopefully, in solving similar problems on his own.

3. Type III--Problem Centered Adult Education. This type of adult education primarily focuses on problems that require some form of learning in order for the problems addressed to be solved. This approach starts with a real and pressing problem and asks: "What is it in the solving of this problem to which the education of adults can contribute through the learning

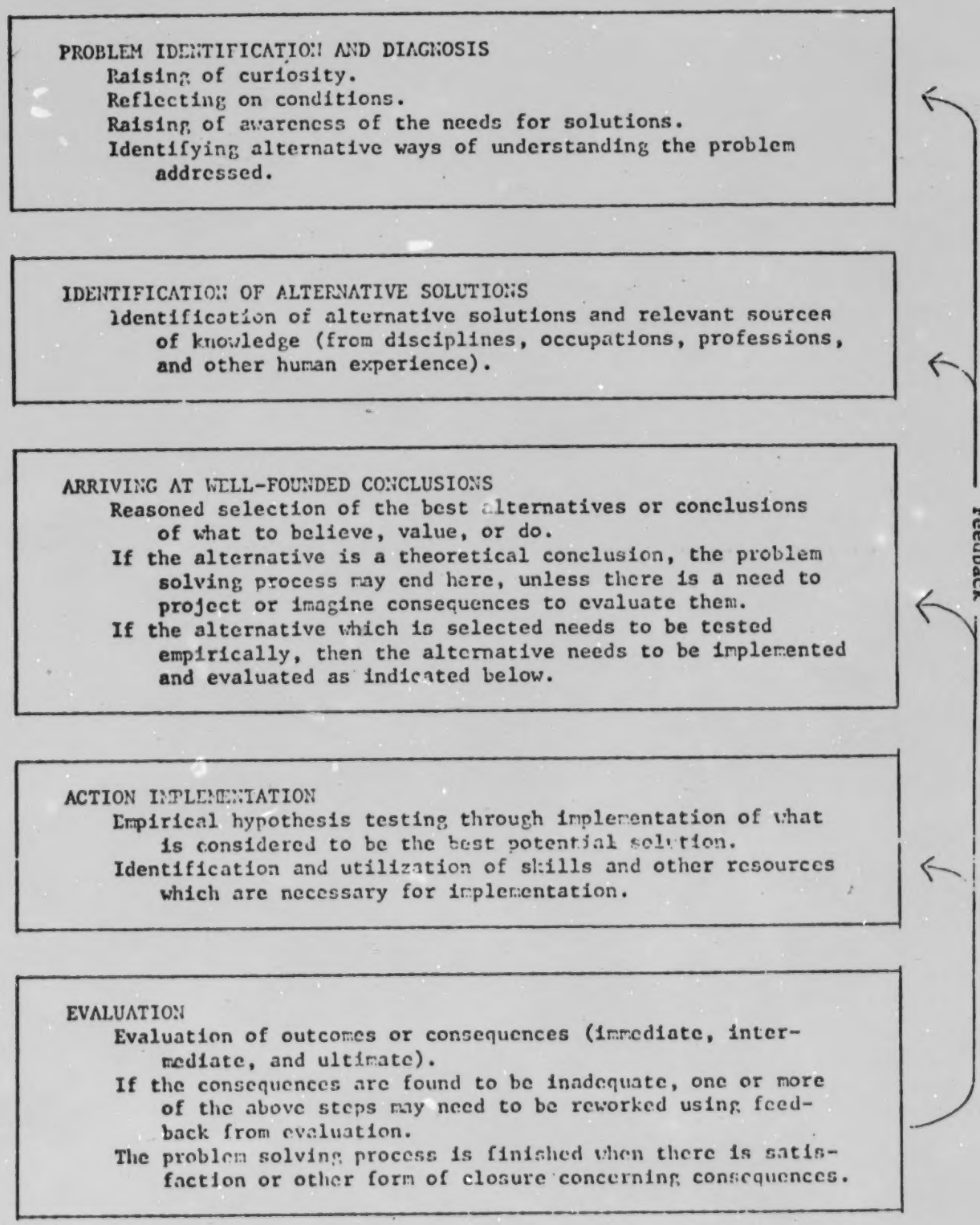
of knowledge, attitudes, or skills?" Then the question is asked: "Which adults need to be and can be involved in educational experiences which can lead or contribute to the solution of the problem addressed?" The type of problem solving sequence to which this approach to adult education frequently seeks to contribute is depicted in Figure 1.

In practice, a particular adult education effort may start as one of the three types of adult education described previously and change into one or more of the other types.

While both the second and the third types of adult education described previously have something to do with problem solving, they are, in essence, very different processes. The second type is learner centered, with the nature and extent of the problem solving involved being determined mainly by the learners' interests and the limitations of the resources which they and the adult educator can muster. The third type of adult education is problem centered, focusing on a problem and on providing educational assistance to those who seek to solve the problem.

According to Coombs, solving a problem means coming to a well-founded conclusion about what to believe, value, or do; even in those cases susceptible to the trial and error method, finding a solution in a responsible way involves coming to a well-founded conclusion about what to do. Particularly in mathematics, the word "solution" means the act of determining the answer to a problem or, in other words, the act of solving a problem. The word "solution," however, has another primary meaning, namely, the state of being solved. In the third type of adult education mentioned in this paper, in which a problem is initially addressed, the general intent of the problem solving activity is to arrive at a state in which the problem has been solved (not merely determining an acceptable answer or intended solution to the problem). The third type of adult

Figure 1: A PROBLEM SOLVING SEQUENCE


PROBLEM IDENTIFICATION AND DIAGNOSIS
Raising of curiosity.
Reflecting on conditions.
Raising of awareness of the needs for solutions.
Identifying alternative ways of understanding the problem addressed.
IDENTIFICATION OF ALTERNATIVE SOLUTIONS
Identification of alternative solutions and relevant sources of knowledge (from disciplines, occupations, professions, and other human experience).
ARRIVING AT WELL-FOUNDED CONCLUSIONS
Reasoned selection of the best alternatives or conclusions of what to believe, value, or do.
If the alternative is a theoretical conclusion, the problem solving process may end here, unless there is a need to project or imagine consequences to evaluate them.
If the alternative which is selected needs to be tested empirically, then the alternative needs to be implemented and evaluated as indicated below.
ACTION IMPLEMENTATION
Empirical hypothesis testing through implementation of what is considered to be the best potential solution.
Identification and utilization of skills and other resources which are necessary for implementation.
EVALUATION
Evaluation of outcomes or consequences (immediate, intermediate, and ultimate).
If the consequences are found to be inadequate, one or more of the above steps may need to be reworked using feedback from evaluation.
The problem solving process is finished when there is satisfaction or other form of closure concerning consequences.
Feedback

education is seen as a way of providing educational assistance to adults who are or can be recruited to become engaged in seeking to solve a problem. It is assumed that what can be learned in the adult education experiences will totally or partially help the adults in solving the problem addressed. These learners, moreover, may thereby be helped to solve similar problems either as a primary or as a secondary outcome of the learning experience. The main measures of the success of the third type of adult education are: (1) the extent of the adults' learning, relevant to the solving of the problem addressed; and (2) the consequences of that learning having been implemented, in terms of the nature and extent of the solutions to the problem addressed and to related problems.

In this type of problem solving, arriving at a well-founded conclusion about what to believe, value, or do is an intermediate (albeit an important) step. Doing so, at least in terms of the third type of adult education, does not mean that a problem has been solved. It only means that a rational choice has been made, which may or may not prove to be a feasible, acceptable, or effective one if and when it is tried by those engaged in the problem solving and evaluated in terms of the consequences.

It would appear that Coombs is appropriate in stating that it is imperative that adult educators who adopt the problem centered approach give serious consideration to what is involved in learning how to reason according to accepted standards of relevance, adequacy, and accuracy and, thus, learning how to acquire well-founded conclusions about what to believe, value, and do. If Coombs is right in his assumption that most adults cannot be expected to know how to reason, particularly in connection with complex problems, the burden falls on adult educators themselves to teach or, in some other way provide, the necessary skills from some other source. Coombs grants that there is little difficulty in ignoring this matter in

discipline centered education (Type I Adult Education) because standards of reasoning are embedded in the disciplines. Coombs' challenge that the role of the adult educator is not adequately conceptualized by such notions as facilitator, resource person, and co-inquirer seems to be most appropriately addressed to Type II Adult Education. In such an openended problem centered activity, Coombs rightly suggests that the adult educator must attain some expertise in the ways of reasoning involved in problem solving by having expert, detailed knowledge of the ways of reasoning involved in establishing well-founded conclusions.

If these capabilities are required for engaging responsibly as an adult educator in the second type of adult education, it would seem to follow that: (1) most adult educators would have to enter into extensive, crash courses in epistemology; (2) currently employed adult educators would have to be replaced with those who have these rare and highly specialized capabilities; or (3) the second type of adult education be used only in relation to those types of problems which do not require expertise in arriving at well-founded conclusions or when considering problems rather than solving them is what is needed. Concerning the first two alternatives, it does not seem feasible for an adult educator to be expected to be familiar with epistemological processes in relation to all the different types of problems which learners might wish to consider. Concerning the third alternative, it would seem wise to curtail the use of the second type of adult education to meet the limitations of the learners and the adult educator.

Type III Adult Education (problem centered), described previously, can be structured, however, to avoid this difficulty. Because attention is focused from the start on solving an important and pressing problem, a team of problem solvers, including professionals, who have the necessary

expertise to arrive at well-founded conclusions in relation to the type of problem addressed, and other adults, who bring or can learn other skills needed to solve the problem, can be involved in the problem solving process. Coombs states that persons who are trained in the disciplines can be expected to know how to arrive at well-founded conclusions in their own unique ways. It may well be that discipline oriented persons will know how to arrive at well-founded conclusions for theoretical problems better than anyone else and that professionals (for example, social workers, community developers, administrators) may be able to arrive at well-founded conclusions when practical problems in their fields are being addressed.

In short, Coombs' paper: (1) does not address itself to subject matter centered adult education (Type I); (2) points out apparently insurmountable inadequacies in adult education (Type II), which, on other than an informal basis, seeks to gather a group of adult learners and deal with problems which they identify; and (3) stresses the importance of providing adequate resources for arriving at well-founded conclusions concerning what to believe, value, or do in adult education (Type III), which would seek to assist in efforts to solve complex and pressing problems.

PART III

COUNSELING: A CENTRAL COMPONENT IN ADULT EDUCATION

COUNSELING: A CENTRAL COMPONENT IN ADULT EDUCATION*

Introduction

> Most people most of the time when faced with choices, problems, or uncertainties talk over their situation with others in the hopes that their decisions will be more satisfying for their having done so. They talk most frequently to friends and family members. Their purpose may be to secure information about alternatives, reassurance that a tentative decision is a good one, or perhaps simply to experience the warmth and comfort that comes from human interaction (Stefflre, 1967, p. 1).

Call to mind various types of adult education students who might have concerns, questions, or decisions to make relative to their near future. These are individuals who may be in your classes. Chances are they are experiencing varying degrees of anxiousness, confusion, frustration, indecisiveness, and a groping or searching for an answer or solution to their immediate conflicts. All of those behaviors may not be readily apparent. Chances are, too, that all of them do not have the opportunity to come to you with their concerns, because you are working with the class as a whole. To whom do they turn? Think, too, of the many adults who are not students in a class, yet, who have these same concerns--the low position employees with a compelling need to break out of a job that offers little reward and little hope of advancement. Where are these people? How can persons be made available to them who are able to help alleviate their conflict? There is another group of adults who may or may not be satisfied with what they are doing for the time being, and they are looking ahead to a change in job structure, family adjustment processes, or life style. Who is qualified to work with these adults, enabling them to achieve insights, explore alternatives, and make

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immediate and long term decisions? In short, this person is a trained counselor who is competent in listening perceptively and is able to respond in a facilitative manner meeting the expectations of the adult in question.

Adults who seek direction come with a variety of expectations. The forty-five year old executive who has received severance pay seeks out a counselor to explore all possible alternatives to embarking on a new direction. Temporary money allows him the luxury of taking time before deciding on a course of action. He will be interested in an in-depth involvement with a counselor who will assist him in integrating present forces and alternatives into his life space. Contrast this executive with the stereotyped, lower class Italian, whose employer has moved location; thus, he is out of work. Self-fulfillment in a job no longer is a valid consideration. Satisfying or not satisfying, a job to this man is earning money to support his family and maintaining his reputation among his neighbors and friends. And so it is that each individual brings to a counseling situation a different work ethic and value system. Thus, the helping person is faced with satisfying a different set of expectations that is of crucial importance and so critical for the counselor to achieve.

There is no question that adults who have a problem or question seek out a friend or someone whom they feel can help them. Thus, to some degree, everyone engages in what may be broadly referred to as counseling. It is good that people in general can be of help to others; however, there is a specific need for competently trained counselors, who possess the expertise to assist others in resolving their problems and realizing their potential.

In the introduction to Martha Farmer's book, Counseling Services for Adults (Farmer, 1971, p. xii), Gurth Abercrombie of Pratt Institute in Brooklyn stated:

> The future of college and university adult higher education must be concerned with providing counseling services--educational, professional, and social--which recognize what adult experiences are, understand adult needs in a complex society, and relate counseling to the needs of modern society . . . . There must be a greater awareness among the movers of higher education of the need for adequate counseling services in order that adult programs be effective instrumentalities.

Supporting Abercrombie in his stress on the need for adult education counselors are other recognized authorities--Martha Farmer (1971), Goldie Ruth Kaback (1967,1971), and Clarence H. Thompson (1968, 1969, 1970, 1971). Based on professional writing in the literature, these three individuals appear to form the nucleus of leading proponents for adult counseling services. References to them later in the paper will make clear their position on the need for adult counselors. The fact that there is a need for adult counseling is, thus, well documented.

It is the purpose of this paper to establish that counseling is a central component in adult education and to further impart a broad understanding of the counseling function. Consideration and emphasis will be given to counseling in adult education to date, psychological bases for counseling adults, the scope of counseling services, the effective adult counselor, selection and training of adult counselors, social and political ethics in counseling, and concluding with vital directions for adult counseling.

Historical Perspective on Counseling Adults

While adult education had its genesis in this country during the early 1800's (Sterling, 1967), it was not until the 1960's that the beginnings of counseling services in adult education received any significant attention

in the literature. Whereas the University of Chicago, on the urban scene, and the University of Wisconsin, in state-wide extension, are regarded as two great pacemaking institutions (Liverwright, 1960), one might regard the work of Farmer, Kaback, and Thompson, cited earlier in this paper, as pacemakers in calling attention to the need for counseling services in adult education.

It was the late Ralph Kendall, Dean of Adult and Continuing Education in the University of Toledo, who encouraged Martha Farmer of the City University of New York to undertake a study to assess what the status of adult counseling was in evening colleges and other higher education programs (Abercrombie, 1971). Farmer's survey (1960) was the first serious and scholarly attempt to assess what was needed and what was being done in the area of adult counseling.

Goldie Ruth Kaback has been extensively involved in the areas of selection and training of adult counselors and the adult student-counselor relationship. Her contributions give evidence of her strong commitment to counseling adults, as well as her belief that counseling is a viable part of the adult education program (1963, 1967, 1971).

Clarence H. Thompson, Dean of the Center for Continuing Education at Drake University, has been a frequent contributor to the professional literature. He has chaired Commission XIII, sponsored by the Student Personnel Services for Adults in Higher Education (1969). His participation in professional meetings and his contributions in writing reflect his interests in promoting adult counseling.

The growth of adult higher education and counseling services has been impeded by those who did not know or those who were against what constituted adult higher education. As Abercrombie (1971, p. xi)

stated:

> It was only when Brooklyn College made its experiment in evaluating adult experience in the liberal arts that ability to recognize elements of adult educational mensuration, and the need for adult counseling services, were given tangible form. The Brooklyn experiment established the premise that, properly counseled, selected mature adults possess needs which can be documented and programmed.

More recently, the College Entrance Examination Board has developed a testing means where adults can take college level examinations, which, if passed, can result in the adult gaining credit for a course and/or placement in a higher level course. Events such as this one have helped to establish adult higher education and counseling services.

One serious omission is evident in the examination of professional journals related to the general field of guidance and counseling. The literature pertaining to adult counseling in these journals is sparse; and at best, comparatively few articles exist. A thorough examination of past issues of the Review of Educational Research revealed that in June, 1965, an entire issue was devoted to adult education and that in April, 1966, an entire issue was devoted to Guidance, Counseling, and Personnel Services; however, neither of the issues contained any references regarding adult counseling. Where adult education is reflected in the literature, the primary journals have been Adult Leadership and Adult Education. The American College Personnel Association has been active in promoting adult counseling. One such report is edited by Clarence H. Thompson, titled Counseling Adults: Contemporary Dimension (Thompson, 1969). The major thrust of this report pointed to the need for more research and investigation in the area of counseling adults and underscored the value of personal communication between student personnel workers from a variety of settings.

Following a review of the literature, it becomes evident that little has been reported in the literature prior to 1960 and that since that time a

steady increase is noticeable, indicating a trend toward the value and importance of adult counseling in adult education. Professionals in the field, such as Abercrombie, Farmer, Kaback, and Thompson, have established the point that adult counseling is not only needed, but central to the concept of adult education. In moving toward the acceptance that adult counseling is a central part of adult education, a consideration of the psychological bases for counseling adults will cause one to understand and reason why adult counseling is a core component of adult education.

Psychological Bases for Counseling Adults

Clarence H. Thompson (1971) has identified five major differences between the adult and youth populations. These differences have important implications for higher adult education and college personnel services; however, it appears that these differences can be applied to any adult student, thus having implications for all adult education and counseling programs. Paraphrased, these differences are as follows:

1. In a learning setting, the adult student has a different self-concept from youth; he is used to more independence and responsibility.
2. The adult has had more experiences because he has lived longer.
3. Whereas the young person enters education with the idea of postponed use of learnings, the adult has been used to problem solving procedures which will cause him to want to use his learnings immediately.
4. Young students are typically confronted with similar developmental tasks, whereas the adult population is representative of different age ranges, hence in varying developmental stages.
5. A youth is not typically as motivated to learn as is the adult.

Having identified some major differences between the adult and youth populations, it would then seem logical to examine the needs of adult education students. Ralph Dobbs (1970), based on his study conducted in an

urban setting, reported that adults perceive their educational needs to be secondary to their economic needs. This finding substantiates the logic that adults have economic responsibilities, a time lapse from formal learning, and educational needs which present problems for adult students. Family life can be a problem to students, especially if economic necessities are at a bare minimum and one's family is resisting his efforts. Such a frustrated student will need the assistance of a perceptive counselor. Many adults lack the confidence they need to be successful and feel that they may be too old to learn. Encouragement and supportive counseling are needed for such adults. A critical problem for adults is the pressure of time; many promotions are contingent on successful completion of a course or training sequence. In this case, a realistic appraisal of present events and alternatives can be used to advantage. Many adults have problems, because they are unable to discipline themselves in budgeting their time. Systematic behavioral counseling would seem appropriate for these individuals. Previous negative memories of what school was like can present problems for some adults. Lee Porter (1970), Program Administrator at University College of Syracuse University, stated, "The school room can mean punishment and failure to someone who remembers it that way." It is up to teachers and counselors to help such a student make a better adjustment.

Lest it be interpreted that all adult students have problems, it should be made clear that many adult students have realistic evaluations of themselves, are able to set appropriate short and long range goals, and give evidence of continuously working on them. Most adults will need and be able to profit from counseling at varying times. Whether or not adult students have problems, their needs encompass what Maslow (1954) described as the basic needs leading to self-actualization. These are psychological needs, safety needs, belongingness and love needs, and esteem needs. These needs are

brought into the counseling relationship when they involve admission counseling, educational counseling, personal counseling, vocational counseling, aptitude and interest counseling, or placement counseling. All of them lead toward self-concept and self-realization. With the emphasis just given to the psychological needs system of adults, it becomes clear that a counseling program should be a central component in an adult education program.

Scope of Counseling Services

Prior to giving a broad description of the components of a counseling program, it would seem appropriate to quote a definition of counseling which was developed with the adult in mind. At a conference on "The Training of Adult Counselors" held at Chatham, Massachusetts, in May, 1965, the following definition of counseling was formulated:

> Counseling is a systematic exploration of self and/or environment with the aid of a counselor to clarify self-understanding and/or environmental alternatives so that behavior modification or decisions are made on the basis of greater cognitive and affective understanding (New England Board of Higher Education and the Center for the Study of Liberal Education for Adults at Boston University, p. 169).

This definition implies that an adult is sufficiently independent to make his own choices after the assistance of a counselor who would help him examine and think through the likely consequences of alternative courses of action.

It is often said that counseling is only a function in the elementary and secondary school settings or that it is only for the collegebound students. If counseling is to assist a person in making decisions and adjusting to living as it is, then, it certainly does not make sense that counseling is only a school function or collegebound function, because all of life's processes are involved in decision making and adjusting to living. John W. M. Rothney, now retired from the University of Wisconsin, stated that counseling, because it focuses on adjusting, takes place from the cradle to

the grave. Everyone, at times, can benefit from counseling, because no one is ever adjusted til he dies; then, he is permanently adjusted. Now, that may be making the point strongly, but it does establish the fact that counseling is not only a school function, but a life-long function.

Conceptual Model of a Counseling Program

Broadly conceived, a conceptual model of a counseling program should have five components: educational counseling, vocational or career counseling, personal counseling, related services, and evaluation. Within each of these components, a counselor performs specific guidance related functions.

In educational counseling, the counselor should include an orientation to the program perhaps by means of a group guidance procedure, program and course advising, as well as providing and seeking help in overcoming learning difficulties, such as access to programmed learning materials, remedial courses, and study skills. It could also include testing of abilities, aptitudes, achievement, and interests. Educational counseling is the area in which counselors tend to have the most knowledge.

Vocational or career counseling, to assign the term that is being used as a result of the current trend in career education, includes provision for dissemination of useful career information, an examination of alternatives to choice in the career development process, and the development of a realistic conception and outlook for a job in the labor market and placement. The career counseling function is so closely related to the educational function that, at times, they become overlapping and inseparable. As stated by Leland Becker (1972), "Adult educational counseling and vocational counseling (career counseling) are essentially one and the same, but relative emphasis may shift." This man is a counselor in Continuing Education at Cook County Hospital, Chicago, Illinois. His experience indicates that adults seeking

educational-career counseling perceive a specific occupational change as their incentive for engaging in a specific educational endeavor:

> I could be a secretary if I knew shorthand. Becker went on to add. Rarely do adults seek counseling when they see self-actualization as a sufficient cause. My counseling in most situations is highly directive, very verbal and a bit evangelistic. I hope that my empathic level is high, but there is no time for long sessions of exploration and self-discovery (Becker, 1971, p. 2).

Personal counseling, the third component of the conceptual model, is not as readily engaged in by the adult as are educational and career counseling. When an adult expresses an educational concern or a career concern, he might be expressing the symptom of a personal problem of which he may be unaware or unwilling to admit. Only when the adult sees the counselor as someone with whom he feels free to talk does he begin to trust him with his inner, personal concerns. Personal counseling does not occur until this happens. It is this component of counseling that requires the most highly developed skills. Whether a counselor does individual or group counseling, he must have skills which enable him to perceive accurately and respond facilitatively. Each professional counselor should know his capabilities and limitations. Some problems may be so deep-rooted that the counselor will need to refer the adult for psychiatric help. The emphasis in personal counseling is on the "normal" adult; and with this emphasis, the counselor does work with the resolution of problems and the realization of potential. Counselor education has always advocated an emphasis on the positive realization of one's potential. This is why techniques related to self-assessment and enhancement of self-concept are stressed so heavily in training counselors. The counselor's ability to cause the client to maximize his potential is of crucial importance in personal counseling.

The fourth component of a counseling program is related services. In this category, there are two functions on which rests the success of the

counseling program. One is the counselor's role as a member of the adult education team. The word team implies that everyone has something to offer to the members of the staff; everyone should be viewed as a resource person. The counselor should be a resource person to the staff in that his human relations skills can be used by the staff as an aid in understanding and improving student behavior. The other function, which should be shared by the adult education team, is a public relations function. Because of the counselor's contacts with adult students and employers, he has a ready opportunity and a real responsibility to continue to engender positive reciprocal working relationships.

Without the fifth component, evaluation, a counseling program cannot remain vital; it is a necessary component in any program. In a counseling program, evaluation can be accomplished by seeking positive comments and areas for improvement from the staff, adult students, and employers of previous students. Such evaluations can range from a full scale formal evaluation, which may involve a two year preparatory period, to a simple randomized polling procedure, which would elicit comments from former students. In any event, evaluation should be a continuous process where designed indicators can provide feedback regularly.

The effective working combination of all five components--educational counseling, career counseling, personal counseling, related services, and evaluation--can result in a good adult education program becoming a better one.

The Effective Adult Counselor

In conversations with adult educators, the one predominant comment is the importance of the adult counselor to be able to communicate with the adult person at his level of expectation. The point has been made that adults differ from youth. When one acknowledges that most adult counselors are

siphoned from the ranks of school counselors, one can begin to understand how important it is that the counselor be able to make the shift from youth counseling to adult counseling.

The effective adult counselor will be able to pick up the cues which the adult client emits; and as Kaback (1971, p. 67) stated, " . . . he must try to understand the real reasons that brought the adult into the counseling situation and what the adult expects from the counseling interaction." The successful counselor must honestly possess understanding, acceptance, and respect for people. The successful adult counselor must accept his client as an equal and meet him on his grounds.

Adults in counseling are very often adults in trouble. Successful adults, once launched in education and in work, can keep moving about as they desire and, typically, do not seek help in maintaining their progress; they do basic information seeking self-sufficiently. Counselors need to know that adults in trouble may be motivated to learn and to work for change because of frustration from failure patterns. Thus, it is important for the counselor to, above all, be realistic. The adult client knows his world, wants straight answers, and expects the counselor to have the information and knowledge which he seeks.

Part of the realism may involve counseling the adult to accept and work around his limitations. His limitations may come from his language, family structure, social class, religious background, and/or ethnic neighborhood. The counselor needs to be aware of the effects that these elements have on attitudes and behaviors.

Because the adult counselor may not have more than one meeting with an adult, he needs skills in short-term counseling. Former President and Trustee of the United States Association of Evening Students, Reuben R. McDaniel, Jr. (1971), delineated seven criteria of short-term counseling. He

emphasized that the counselor: (1) be sensitive to the situation; (2) have knowledge of the client population; (3) be able to establish rapport quickly; (4) be a perceptive observer; (5) provide feedback to the client; (6) make plans with the client; and (7) close the interview, leaving the opportunity for returning open.

In a recent conversation, William Barron, Dean, Division of Extension, University of Texas, mentioned that one of the most successful adult counselors he had ever encountered is a former rodeo rider who had taken counseling training and is now working at a community college in Texas. He goes wherever his clients are and counsels in his boots and hat--an effective adult counselor!

Vontress and Thomas (1968, p. 280) summed it up when they wrote, " . . . the counselor's success is related to his skill in evaluating the individual's abilities and aspiration level and in finding good opportunities for him."

Training of Adult Counselors

A treatment of what it means to be an effective counselor would be incomplete without reference to the training of adult counselors. Goldie Kaback, perhaps, has written more extensively in the area of selection and preparation of adult counselors than any other persons. In 1967, she wrote this statement:

> Colleges and universities that report programs of preparation for elementary and secondary school guidance, college student personnel work, school psychology, rehabilitation counseling and the like have not yet begun to think about or develop student personnel programs for adults in evening colleges (p. 165).

Lee Porter (1970) made a similar statement and concluded that few, if any, training programs are currently operating with the purpose of preparing counseling specialists in adult education. He stated, "In fact, a review of college bulletins has failed to come up with one university in the United

States which offers a course in counseling adult students (p. 275)." In trying to test the status of Porter's and Kaback's statements, a review of the Graduate School Guide, the College Blue Book, and other possible sources did not produce a listing of a single adult counseling program. In a conversation with William Barron on November 9, 1972, he said that, following his experience as director of a three year project titled Guidance and Counseling for Adult Basic Education, he knew of no college or university that trains adult education counselors. The critical absence of adult counseling training programs points to the need for counselor education programs to develop courses in adult education. If the typical adult counselor comes from a school counseling position or works as an adult counselor in addition to being a school counselor, then, an adult counseling sequence of courses should be available late in the master's program or as a post-master's offering.

Social and Political Ethics in Counseling

The resources available to the adult population in this country must be constantly upgraded. The late Buford Stefflre (1967), a name synonymous with Michigan State University and one of the most profound counselor educators that this country has ever had, raised the question, " What kind of society would provide counseling for its citizens?" In response, he stated:

> One which offers a rich variety of opportunities, one which believes that the sum of informed individual decisions is wiser than a few centrally determined ones, one based on the premise that each person is potentially capable of deciding what is best for him, one which thinks that the conflict between social and individual goals is lessened when information is supplied to decision-makers, one in which the mores permit asking for help and discussing personal problems. Professional counseling, indigenous to the United States, is accepted and expected here more than in other countries because the United States most nearly meets the above requirements (pp. 14-15).

This country is committed to these beliefs, and social and political ethics are being violated when professional counseling services are not made available to adult students as they attempt to avail themselves of the opportunities this country provides. Americans have a human ethic to help their fellow man; consequently, when this country has trained counselors and people who could be trained, these counselors are obligated to use their expertise in aiding those who are seeking advice and counsel.

Americans live with the myth that somehow the total of the citizens' occupational choices will equal the demand for those jobs which society needs. Realistically, this is not true. Industry needs more press operators, fitters, and assemblers; and restaurants need more waitresses. Therefore, the balance that is needed in order to satisfy both individuals' choices and society's needs is at the core of the counseling process. There is much concern about the rising expectations for satisfaction in one's life and work and the seeming inability of society to provide the expected opportunities to achieve those expectations. Counseling at all levels can help to provide an acceptable outlet and resolution of the concerns people have. The social ethic causes educators to be of concern to their fellow man. The political ethic causes them to encourage the support of legislative funding in order that society's needs can more adequately match the individual's needs.

Directions for Adult Counseling

Inherent in the sparseness of the professional literature and the absence of specific adult counseling training programs is that some strong, effective leadership force is needed, which could be responsible for adult education and adult counseling to emerge as a high priority in federal and state legislation.

As one listens to and participates in discussions with leaders in the state and nation, it is becoming clear that the recent federal and state legislation on career education is the forerunner of federal legislation for adult education. For example, the Illinois Model of Career Education embraces the concept that career education begins at kindergarten level and continues through adult education. Since 1968, the State of Illinois has been and is continuing to allocate research funding for the development of curriculum models at consecutive levels of education. It appears that the focus will be on adult education in two or three years; therefore, the need for this legislation must be accentuated, and adult educators must be ready for it when it comes.

A second direction that should be pursued is that of promoting a closer working relationship between counselor education and adult education in providing adequate adult counseling preparation. The work of Donald Super (1957) suggests that career development is a lifelong process and that counseling is as necessary in the maintenance and acceleration phase of career as it is in the exploration and establishment phase. It would be natural, then, that the two teaching disciplines could offer courses and provide relevant experiences in training adult counselors. Toward this end, counseling could be made available to adults as they move through the lifelong career development process. In addition, Dean Barron indicated that his three year project on guidance and counseling for adults resulted in the development of two sets of training packets: one for use with adult education teachers to develop an awareness of counseling functions and the other for use with public school counselors to be used as an in-service training program to prepare them for adult counseling. Barron said a copy of both training packets was sent to each state director of adult education. It is recommended that each adult education professor examine these training devices and use them if appropriate.

Finally, it appears that the most number of people could become active participants in the various levels of counseling. One of the purposes at the outset of this paper was to impart a broad understanding of the counseling function. Adult education professors can take part in the counseling function at the level at which they are able, and they can teach their skills to others so that they can counsel at that level. The first level of counseling takes place when one is a listener to someone who wants to obtain information about alternatives, wants reassurance that a tentative decision is a good one, or simply sees you as being able to provide the warmth that causes him to feel better after talking with you. Stefflre (1967) indicated that this initial level of counseling is one of the powerful adhesives holding society together.

The second level of counseling concerns the specialized knowledge of adult education. Adult educators who supply information or advice which helps a person make a decision are engaged in a form of counseling.

The third level is performed by professional counselors who are knowledgeable both in the content area of the problem and in the decision making process itself. More satisfying decisions and changes in behavior will accompany a systematic exploration of the facts and feelings related to the problem (Stefflre, 1956). All professionals can take part in counseling at levels appropriate to their training and skills. With the numbers of people in society who feel alone, dejected, and fragmented, perhaps those who feel accepted and secure can teach and counsel those in need with the hope that all of us can have meaningful, satisfying life experiences working and living in society.

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REACTION PAPER NUMBER ONE*

Nejedlo has addressed himself appropriately and effectively to the nature and function of counseling, primarily from the perspective of schools, colleges, and closely related institutions whose principal raison d' etre is education, as they engage in continuing education for out-of-school youths and adults. Having attended thoughtfully to his arguments, the focus of this paper will be on the counseling relationship, with some comments from another perspective--that of informal (Knowle's term) or non-formal (Harbison's term) and frequently out-of-school continuing education.

Lest the impression arise that this presentation will deal with a different enterprise, please note that Nejedlo frequently acknowledged non-formal and out-of-school components of continuing education. Also, its school related and even traditional forms will be acknowledged with similar frequency. And note, too please, that the generic term "continuing education" will be used.

Several definitions might be useful to further establish perspective and identify the scope of our concern. First, a comprehensive definition of education follows:

> Education consists of all of the encounters and all of the processes, intended and unintended, through which a person or a people come to terms with their world, and come to feel as they feel, believe as they believe, value as they value, do as they do, and become as they are within it.

Adult educators are concerned with education by which persons and institutions intervene in deliberate ways to facilitate and/or direct the

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encounters and the processes and hence to influence the product, learning. As they do so, they must acknowledge that while they may, by definition, deny the educative or miseducative force of each encounter between a person and his world, they cannot by any means prevent it.

Clearly, persons and institutions are educational if their functions are exclusively or predominantly educational or if they perform educational functions which are coordinate with other major functions. They also educate if they perform educational functions which are subordinate and often instrumental to other functions, and so do those without any intent to educate but whose functions do impact the lives of persons, individually and in their various forms of community.

One definitive statement about continuing education says:

> Continuing education is not confined to schools, colleges, and other "educational institutions," nor is it confined to courses and classes. Its sponsors include employers, churches, unions, military services, professional societies, community agencies, and a wide variety of governmental, proprietary, and voluntary institutions. It assumes such varied forms as courses taken for credit, informal instruction on the job, intensive study without either teacher or classroom, private tutoring, correspondence study, instruction by social workers or public health nurses, and discussion groups or demonstrations in home, shop, field, or office.

Intentionality would seem to be a reasonable criterion in defining continuing education participants, as it is for identifying continuing education institutions. Hence:

> A continuing education participant is any older youth or adult who has completed, withdrawn from or been denied the formal education normally required by law or the life pattern of his choice, who has assumed the rights and responsibilities of adulthood, and who, as an adult, voluntarily or involuntarily allocates time and effort to continue, resume, or initiate deliberate efforts to learn on a planned and orderly basis.

A very great share of continuing education is, in its essence, of the fundamental nature of counseling. At its best, it is concerned with helping the adult or out-of-school youth to see himself as he really is, to

see others as they really are, to see his world as it really is, to see the options which really confront him, and to make and carry out sensible decisions in light of these realities. That is what counseling is all about.

Counseling, like other modes of educating, may be done by professional counselors, by professional workers in fields other than counseling, by paraprofessionals in either category, or by laymen. And counseling, like other modes of educating, is not always benign. It may serve the counselee by expanding his awareness of alternatives and their implications, thus illuminating his preferences and facilitating his choosing. It may serve the counselor or those he represents by delimiting the counselee's awareness, thus imposing preferences upon him and manipulating his choosing. It may, given wise and ethical practice and mutuality of interest, benefit both counselee and counselor; or it may, under a variety of circumstances, afford benefit to neither. It is suggested that:

> Counseling is an interactive engagement between a person or persons confronting alternative courses of believing, adapting or acting (counselee), and another person or persons equipped with information, skills and/or preferences relevant to identifying, assessing, and choosing among the alternative courses (counselor), with the intention that the counselee will make and activate a decision.

The counselor's expertise is of two kinds. First, he has knowledge--knowledge about human behavior and, hopefully, about the content in the arena of choice. Second, he has competence in the processes of decision making and in the strategies by which another may be enabled to make decisions. He will be able to discriminate between situations in which a counselee's information is inadequate or incorrect and situations in which the problems lie in a profusion of information or an inability or unwillingness to see the situation as it is. His contributions, then, may range between instructions and therapy. His encounters are likely to range widely in terms of levels of information and degrees of rationality. Given ethical and excellent practice, his

counselees will grow in both information and rationality, hence in autonomy.

Counseling is not concerned just with decision making; it is concerned also with action. And action involves choices among strategies, estimates of feasabiljty, and questions of value. The counselor, then, is likely to engage with the counselee in addressing the general questions: What may or must one do? How may or must one do it? How likely is it that one can "bring it off"? Will it be worth doing? What values does one hold? Will the value gained by any contemplated action be worth the price?

These questions are scattered liberally throughout the life of the out-of-school youth or adult. They are not confined to formal institutions or to formally scheduled counseling sessions. They are part and parcel of the common ventures of life. Therefore, counseling for dealing with them is available in work places and social service agencies, in correctional or rehabilitative institutions, in churches and faith based institutions, in insurance agencies and banks, in attorneys' offices and courts, in social service agencies, in enterprises of community development, and in educational institutions. The counsel most needed, in fact, may often be counsel in the selection of counsel. And the argument cannot be accepted that these critical points of decision and counsel are not part of the continuing education enterprise. Who is to say that lessons in school are more potent in impacting feelings, beliefs, values, actions, and personalities of mature and autonomous persons than are those learned in these centers of decision and action. And what counselor can argue that the counsel sought and/or imposed in such centers is less decisive than that received by appointment and beneath the counselor's degree and license?

The quality and orientation of such common venture counseling is likely to vary directly and widely with the social status of the counselee.

Consider the following statements:

> For one who is committed or assigned as a convict, parolee, ward, or "case," the reciprocity of relationship between counselee and counselor is likely to be out of balance in mild or major ways.
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> To one whose behavior as an employee, customer, voter, or investor matters greatly to his "counselor," the appearance of mutuality of interest deserves, at the least, to be carefully examined.
>
> Within families, neighborhoods, professional groups, and friendship circles, counseling is rarely malevolent, but it is far from universally competent.
>
> Clients, executives, parishioners, patients, and students can usually count on good intention, but the level of competence in counseling is mixed at best.

Counseling can become such an enormously pervasive function only in a society which offers a vast array of options and wide degrees of freedom to its citizens. Abuse of the function is to be expected. Many who play the role of counselor are clearly to be mistrusted. Others should be trustworthy. Neither abuse nor incompetence in some critical offices can be tolerated within a free society; for, clearly, the limits of freedom are expanded or contracted by the quality of counseling on the part of those who are or should be trusted.

A major segment of the counseling profession should be encouraged to focus serious attention and major effort within the continuing education enterprise. Professional leaders in continuing education and those professional counselors who are so critically related to it have profound obligations to acknowledge the pervasiveness of the counseling function and to improve its quality at critical points.

Two fundamental services should be performed by counselors in any continuing education institution. The first is the classical counseling task to help individuals to understand themselves and their environments and to make the necessary choices and adjustments so that their personal and community lives may move progressively toward wholeness. The second is to help

the institution within which they work, as well as other associated institutions, to improve their counseling functions, to upgrade their professional staff, and to expand their understanding of the individuals and groups with whom they work, to the end that they may accomplish the necessary adaptations in procedures, materials, instruction, and institutional arrangements so that their services may be maximally effective.

The classical counseling tasks, according to Nejedlo, include: academic counseling, career counseling, personal counseling, related services, and evaluation. Some comments about these follow.

Career planning is, of course, a continuous process, often significantly improved by counseling. Jobs change; old ones disappear, and new ones appear. Workers mature and seek new challenges. Organizations change. New opportunities emerge, and tensions and frustrations arise. Rare, indeed, is the person whose work life is a steady and uninterrupted journey from job entry to career objective. Most need to plan and re-plan. Counseling can be critical.

Vast numbers of the economically disadvantaged, studies show, are persons who never developed any kind of career plan. Experienced social workers suggest that no educational, employment, or welfare assistance is likely to produce intended effect without the career planning that a skilled counselor can help to initiate or recover.

Women, in increasing numbers, are returning to study and work as their families grow and establish homes of their own. They need counsel as they appraise the alternatives before them, as they decide whether to return to study or to work, and as they seek to develop the new sense of self, which may be merited and required as they emerge into new chapters of their lives.

Many mature persons, late in life, discover talents they never suspected in themselves. Others live life through with prejudices and frustrations, which cripple them as workers, parents, citizens, and persons. Skilled counselors

can be helpful in discovering such hidden sources or drains of living power. These discoveries and the constructive contributions of new learning can enormously enrich life for both kinds of adults.

Continuing education for retirement and for aging will assume greater proportions in the decades ahead. Even more than most other areas of continuing education, this one involves counseling; and here, as in many other areas, group counseling may be used with excellent effect. In fact, the line between teaching and counseling here becomes a very thin line.

As every teacher, minister, or personnel director with a year of experience knows, there are many people who perform far below their potential, not because they lack basic knowledge, skill, or motivation, but because they harbor false notions about other people, about themselves, or about some parts of their lives--their jobs, their religions, their marriages, or their families. Their decisions and actions are prevented or perverted by things they know are not true. Many of them have developed utterly unrealistic pictures of themselves. They stand in their own way. Continuing education for these persons (to some extent, everyone) consists in unlearning debilitating falsehoods and clearing the way for progress. This presents what is essentially a counseling task.

Counseling is more difficult and more central for adults than for children. Among the reasons, four loom large: (1) adults have usually learned more things that are not true; (2) the decisions they make are concerned principally with very present and very live issues; (3) the stakes are often very high; and (4) they have severely limited time for gaining the knowledge and developing the competence they need. An amazing number of adults and out-of-school youth need assistance that will enable self-assessment, self-discovery, and self-development.

Beyond the classical counseling tasks, continuing education surely needs a new inter-professional, paraprofessional, and lay operator support

service from the counseling profession. Professional counseling is being done at many points, such as in schools, YMCA, YWCA, personal offices, churches, and such "other-centered" professions as law, medicine, finance, and social work. Lay counseling, sometimes of a high order and surely on a broad scale, is done in barrooms and livingrooms, on street corners and production lines, and in dozens of quiet places where decisions of great consequence are being shaped. Some counselors are well prepared for the task and well aware of its nature. The overwhelming majority are not. Ministers, foremen, personnel workers, parole officers, social workers, ethic group leaders, and school and college faculty members represent the first line of contact for most adults who "need a little counsel." Attorneys, marriage counselors, doctors, psychologists, psychiatrists, or other professional consultants receive crisis cases, at least those who have the money and the will to use these professional services. Between these extremes, there is a great void in resources to perform the counseling task safely and well. Teachers, ministers, social workers, and all who work in the "helping professions" find that counseling claims a major portion of their time and talent. They need access to consultation with professional colleagues; they need testing services for routine clients; and they need referral centers for special clients.

A vitally important function, then, to be built into the continuing education enterprise is counseling. This function consists of many parts and must be performed at many places in the enterprise. However, the "center" for the function is a cadre of professionally trained counselors.

Many of the problems exposed in counseling situations can be treated only by highly specialized counselors. These professional counselors should be seen as the top of a counseling system, and their expertise should be utilized to the full. Referral to them would be one principal function of the continuing education counselor in classrooms, discussion groups, demonstration

centers, parishes, or community action programs.

In schools and colleges, initial and routine educational counseling should be done in every center where a program is operating. Much of it should be done in classrooms, at registration, and in informal conversations with faculty. Similar first-line counseling should be done by ministers, social workers, personnel directors, and others. All of these, on occasion, could profitably use assistance in form of basic data, consultation, or inservice training from the professional counseling staff.

In such a system, the very necessary "routine" counseling can be made safer and more productive, and the professional services of specialized counselors can be directed more fully to the points of greatest need. More to the point, continuing education would be made more complete and vastly more effective with the essential contributions of a well equipped and professionally staffed counseling center performing its own essential work and enabling the work of others on the continuing education team.

Counseling, in a free society, is not just pervasive; it is critical. In a very real sense, the quality of life of individuals, communities, and states hinges upon the degree to which: (1) valid and relevant information is made available when decisions are being made about matters that matter; and (2) sound strategies of deciding and acting are effectively employed.

Some call it continuing education; some call it counseling. By whatever name it goes, it represents the long range mission to which our leadership training programs are committed.

REACTION PAPER NUMBER TWO*

Counseling should rate extremely high among the functions required for the education of adults. This conclusion has been reached not only as one whose field of substantive specialization was originally that of educational psychology, but also as one who have become more and more involved with the practice of adult education. There is precedence for this conviction, for one of the first projects inaugurated by the American Association for Adult Education in the early days of its lush support by the Carnegie Foundation was a community center for adult counseling. This instance of frontiermanship was enthusiastically received and was probably the first venture of its kind to receive such unqualified approval.

In spite of its legitimacy and undeniable importance, counseling as an adjunct of adult education has failed to receive the emphasis in both practice and theory that it so obviously deserves. No attempt will be made here to explain why this pervasive neglect has been allowed to persist; it is cited merely as a fact of life that somehow must be reversed. If one probes the realm of adult counseling, much concern will be found for counseling children and youth but little concern for counseling adults. Yet, if one examines the domain of adult education, much concern will be found for such things as program development, evaluation, facilities, and media but little, if any, for the practice of counseling. It is, therefore, greatly to the credit of the Commission of Professors of Adult Education that it should finally take steps to repair this egregious oversight.

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In discussing the realm of counseling in adult education, it is necessary to remind adult educators that they are not clinicians concerned with a pathological clientele. On the contrary, they are aiming at the rank and file adult with a normal range of variation around an assumed norm of behavioral adequacy. They are dealing with grown-up persons who, when faced with the prospect of continuing their education, need some assistance in making decisions appropriate for their instructional needs.

As a framework for this presentation, two somewhat parallel categories of process are postulated. One can be designated as the stages which the process of counseling must traverse, while the other is composed of the competencies which these processes require for implementation. In reference to the stages referred to above, the first can be called that of exploration; the second, that of clarification; the third, that of understanding; and the fourth, that of decisions making. It should be noted that the word decisions (plural) was used instead of the word decision (singular). This was done in order to accent the point that participation in education is a continuing affair, involving a series of choices and not just one choice after which the andragogical path is smooth and uninterrupted.

To return to the categories, the competencies corresponding to the above stages are: (1) perceptive listening; (2) diagnostic analysis; (3) supplying information; and (4) appraisal of priorities. It should be clear at the outset that the stages and competencies listed above are highly generic in character. Therefore, they are capable of a wide range of application. For example, these processes are almost as relevant for the practice of community development as they are for the practice of adult education. The first stage for the "community enabler" or "change agent" is to explore or "case" the entry situation in a community by listening perceptively to persons representative of various segments of community life. Patiently, he encourages

a flow of expression of interests, concerns, and roadblocks which will supply the material for the next stage, that is, clarification of needs. It is not necessary to pursue further the application of the above competencies to prove the generic character of their implications, but it does indicate the necessity for establishing boundaries for this discussion.

More specifically, counseling adults could be interpreted as including health counseling, marriage counseling, financial counseling, and the like. So, when one decides to open up the topic of counseling in adult education for review, he should be clear about what part of the total range of possible adjustmental areas he intends to consider.

In response to this requirement, it is proposed that the obvious criterion for delineating the limits of this inquiry be that when one talks about counseling in adult education, one is referring to the counseling of adults engaged in the teaching-learning process. Whatever else education is, the teaching-learning enterprise is central to its operation, and this is where adult educators' stakes are the greatest. In brief, teaching-learning is their bag!

With this conception of the special domain of adult education, attention will now be focused on a more operational treatment of the assignment. This will be done by conceptualizing counseling in adult education as a three phase enterprise: (1) the phase of pre-instruction; (2) the phase of instruction; and (3) the phase of post-instruction.

The first phase should embody all of the aforementioned stages, that is, exploration, clarification, understanding, and decisions making. The counselor should listen perceptively to the prospective adult learner in order to discover why he (the adult) wishes to return to instruction and what he envisages as the kind of instruction he prefers. From this, the counselor and client should move to a clarification of need. This should be followed by an

examination of options and, finally, a decision by the client (the first possibly of other decisions yet to come) as to the educational activity which he would like to pursue. This could be done by a teacher serving as a counselor or by a counselor who is not a teacher. In either case, the pre-instructional phase is a period for counseling only.

Rarely does anything as thorough or systematic as that suggested by the preceeding activities take place. Because of this, one can only guess at the waste of time, energy, and aspiration that occurs as a result of a hurried, superficial mismatching of the interest, need, and ability of the prospective adult learner with the proposed instructional activity. Could this be one explanation for the high drop out rate which too often plagues adult education offerings?

To continue, in too many instances, counseling of adults stops with the pre-instructional phase. Again, it appears that, in practice, most counseling is only inferentially related to instruction. If this argument has any unique thrust, it is that counseling should be an integral part of the instructional process. An illustration can be borrowed from adult basic education.

After the prospective adult learner has made a decision to enter a program of adult basic education, it is still vitally important that he be placed in a learning experience (class) appropriate to his interests, needs, and level of learning readiness. To be explicit, it is important that his placement be made so as to allow for effective pacing and that he be assigned to instruction that will not be too easy or too difficult. However, counseling must go beyond appropriate placement.

After the adult has begun his studies, there should be some assessment to determine whether or not the placement made at the outset of instruction has in fact, as revealed by the initial experience, been properly made. But even

after this early check up, counseling still has important work to do as an adjunct of instruction.

At this point, the concept of "emergence" will be invoked. One of the mistakes commonly made in the realms of both teaching and evaluation is the idea that goals determined prior to an instructional experience are equivalent to the goals that may emerge at the end of the experience. However, this is not necessarily true. Objectives should be established before instruction begins as a preliminary and possibly an ultimate guide to the instruction that will presumably follow. They should be as explicit, plausible, and feasible as possible and understood by both the teacher and the student. But it is almost impossible to anticipate precisely what, in fact, the instruction will be like before one actually participates in the experience which the instruction is supposed to induce. It is very common for students to report that the instructional impact which they actually encountered was not what they had anticipated either from a statement of goals or a description of course content.

This phenomenon is not necessarily due to the fact that a teacher capriciously modifies his performance in ways that he had not originally planned, but is more often attributable to the fact that each student has his own perceptual screen, derived from his own idiographic combination of experiences, needs, and attitudes, which filters the instructional experience in a manner highly unique to him. It is not surprising, therefore, that the goal which the student ultimately recognizes may be entirely different in shape, color, and valence than that originally intended. If, after all, instruction is established for the student and the test of its effectiveness is what happens to the student, then, the possibility and even likelihood of instruction yielding unforeseen outcomes places the tasks of teaching, evaluation, and, especially, counseling in a new light. Counseling, then, is important not only

before instruction occurs and again early in instruction in order to assess the appropriateness of placement, but it is also important in mid stream to see whether or not the actual educational experience is somewhere within gunshot of the aspirations of the student and the teacher. This appraisal is essentially a counseling process. As a minimum, it requires the collection of data from the student, the feed back of these data to the instructor, and, hopefully, some modification of content, requirements, and methods by the instructor in the light of the data so revealed.

This point raises the issue of function versus functionary. Assuming that adult educators can accept the legitimacy of the preceeding argument, they still must decide who does the initial check point and mid stream assessments. They may agree on the function but differ as to who is responsible for its performance. Is it to be done by a counselor other than the instructor, or is it to be done by the instructor serving in the counselor role?

It appears that, in most cases, counseling during the instructional phase can be done more feasibly and effectively by the teacher than by a counselor outside the instructional domain, except possibly in the case of a drop out who wishes to explore the option of re-entry to some other class or agency.

There is still a third aspect of counseling, which is equally equivalent for adult education. This occurs in the post-instructional phase. In this phase, the counselor will secure information on the outcome of the educational experience as perceived by the student. He will also be able to advise the student on study methods, sources of instructional materials, folkways of the system, and similar matters. And, especially, he will be in a position to make suggestions and even referrals to other agencies with a view to continuing study. If programs of adult education ever are to be more than a series of adventitious, miscellaneous, ad hoc activities, the adult learner

will need to achieve some sense of perspective as he engages in successive units of instruction. To help adults take courses that will somehow "add up to design," however provisional, some counseling in the post-instructional period will be necessary. This involves a programmatic dimension, because it is at this time, that is, after the fact and when the fact is still warm, that attempts at direction taking can be highly effective.

In summary, an attempt has been made to relate the practices of counseling to the realities of the teaching-learning process. It has been argued that counseling in adult education involves pre-instructional, instructional, and post-instructional phases and that their implementation may involve the services of either or both a teacher and a non-teaching counselor.

Two emphases with far reaching consequences for adult education flow from this argument. One is the emphasis on the adult person as the object of instruction, and the other is the role of counseling in improving instructional effectiveness.

A brief elaboration of the latter point is in order. If counseling consists of the performance of any one or any combination of the competencies listed previously, it should yield information extremely important for teaching. It should provide guidelines whereby the teacher may modify his performance so as to be more compatible with the needs, interests, and response potential of the student. The good teacher, as well as the good counselor, must be able to listen with the "third ear." To use the analogy of radar, he must always have his perceptual antennae alert to screen the feedback from student reaction. The teacher is in an especially favored position to do this, that is, provoke, stir up, and elicit student response because of his control over content, method, and requirements or to use S-R terminology, the in-put (s) domain of instruction.

Counseling can make an additional contribution to instruction. It not only provides data that will equip the instructor to turn in a better job as an individual performer, but over time it can yield or produce an aggregate of material valuable for program development that transcends the operation of isolated courses.

Thus, it is the twin emphasis of counseling on the centrality of the adult person and its role as an adjunct to instruction that constitutes the ultimate validation for the importance of counseling in adult education. By so doing, it provides grounds for giving counseling far greater priority than it has so far received by either practitioners in the field or those responsible for the conduct of programs of research and advanced professional studies.

REACTION PAPER NUMBER THREE*

The reactions to Nejedlo's presentation are at least two-fold. The first series of reactions take the form of observations derived from the comments included in the paper. The second series focuses more directly on specific implications drawn from the papers and the reactions from the group, discussing both the paper and the reactors' responses.

Observations

While counseling may be viewed as "good," along with other commonly accepted "good" concepts, for example, motherhood, country, education, and liberty, putting the concept into action requires more than a belief in the "goodness" of counseling for adult learners. Several observations seem pertinent here.

A counselor's presence in the program does not guarantee that he will be considered as an integral part of the total institutional team. Too often, it has been noted that the counselor is "there," while the instructional team is "here." This apparent division of effort is a traditional carryover from secondary and higher education levels of counseling. The counselor must realistically promote what services he can provide for the adult clientele. The instructional staff needs to develop an awareness of these services and their relationships to the goals of the organization or agency.

The instructional staff often requires training in the various levels of counseling associated with the process. Administrative direction can mesh these two programs components by providing periodic staff meetings and by

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providing guidelines for areas of staff responsibility.

Expectations of counselors are often multi-dimensional and frequently are in conflict with each other. The counselor may serve as an orientation person, a diagnostician, a referral person, an answer man, a therapist, or any or all of the above. Specific steps need to be established to insure that the total instructional team knows who is doing what in the area of guidance and counseling.

Implications for Professors of Adult Education

Nejedlo's presentation triggered several reactions from the panel and the total group which relate to responsibilities incurred by those occupying the position of professor of adult education. The first implication revolves about the need for a self-analysis in terms of personal, social, and vocational counseling done by the professor. This self-analysis could focus on such questions as:

1. To what extent does the professor believe in the underlying tenets of counseling? The basic beliefs of a philosophy of counseling are quite consistent with beliefs articulated by many adult educators, among which are:

   (a) Man has the potential for change.

   (b) Man, by his nature, seeks changes which will better his life.

   (c) The need for change must be recognized by the adult.

   (d) The nature of the change needed must be reasonably clear to the adult.

   (e) A climate for change must be established.

   (f) Alternatives for changes needed often come from the adult.

   (g) Change agents can provide information, reactions to potential avenues of change, and, with proper training and experience, in-depth therapy.

2. To what extent does the professor put into practice those tenets or beliefs in day-to-day advising or counseling?

3. Does the professor respect individuality and accept his students as individuals with differing backgrounds, experiences, and aspirations?

4. Are these personal characteristics taken into account while preparing a program of learning experiences leading to advanced degrees in adult or continuing education?

The heart of counseling-in-action for the professor centers on questions two through four. Does his day-to-day behavior actually reflect his acceptance of others as they are and as they want to be? Does his busy schedule allow graduate students time to seriously investigate with him both general and specific concerns they have? Does his overall responsibilities relegate the counseling role to a less important position in terms of priorities? Each professor must face up to these inquiries individually.

A second implication centers on intra-institutional responsibilities for the professor of adult education, such as:

1. Has he made personal contact with counseling education personnel to determine what courses and services are available to adults completing a graduate program in adult or continuing education?

2. Does he recommend learning experiences for adults in the area of guidance and counseling?

3. Has he requested counselor education personnel to take into account those students who will be working primarily with adults during formal training and after it has been completed?

A third implication focuses on the professor's consultant role to field programs in adult or continuing education, such as:

1. Is the area of counseling included as an important aspect of program observation and/or evaluation?

2. Is the counseling function integrated into the total education function of a program?

3. Is the counseling function providing both on-going and follow-up services to the program?

4. Are responsibilities of the instructional staff in the area of guidance and counseling clearly understood by all staff members?

5. Are the responsibilities of the counseling staff clearly understood by all staff members?

6. Are the adult learners aware of the range of guidance and counseling services a local program can provide?

The major emphasis in reacting to Nejedlo's presentation centers on the content of his paper and, more particularly, on what implications can be drawn for the professor of adult education.

Counseling is being done daily by most professors both with regard to students and local programs. An analysis of these patterns of counseling is essential, particularly since professional behavior should be reflective of professional beliefs about adult education. As was pointed out, beliefs or tenets about adult educators bear remarkable resemblance to the beliefs held about the area of counseling.

The latter portion of the reaction paper focused on specific role requirements typically operationalized by the individuals occupying the position of professor of adult education.

It was this writer's intention to highlight these areas of inquiry and provide a guide for analyzing our own behavior as professors of adult education and as counselors.